IN PROGRESS 9/4/2015

High Plains
Educational Cooperative

ETR/IEPs

and the

WebKIDSS System

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iPad Student Forms App Manual

Revised 7/12/14

TABLE OF CONTENTS

Page
4 Using WebKIDSS System
AccessingWebKIDSS
5 Main Menu
6 Teacher Options
8 School Psych & SLP Options
11 Navigating the System
12 Entering Student Data
12 Demographic/Student Information
Demographic Data
13 School Data
Dates/Ed Status
14 WebKIDSS Pages
Student Information
15 Present Levels Of Academic Achievement & Functional Performance
Discussion
Present Level Statements
Can Now
Next Step
Goal, Instruction, Curriculum, Revisit, Other (G, I, C, R, O)
Goal Area
16 Accommodations and Modifications
Vision/Hearing/Health
Motor
Social/Emotional
17 Learning New Behaviors
Section 1: Description of the Target Behavior
Section 2: Baseline Measurement
Section 3: Expected Change/Goal in Measurable Terms
18 Section 4: Teaching More Positive Behaviors
19 General Intelligence (or EC Self-Help/Adaptive)
Communication
Education
Transition
Early Childhood
20 Post School
21 Course of Study
22 Special Considerations
Basis of Decision
Anticipated ESY (Extended School Year)

25 Educational Placement and Services
DLM Criteria
Assessment Participation
26 Goal Pages
Annual Goals
27 Goal Builder
28 Goal Benchmarks and Progress Reports
29 Anticipated Services Chart
30 iPad Student Forms

Using WebKIDSS System

Keystone Learning hosts HPEC's web-based IEP System (WebKIDSS). The system has been specifically customized for HPEC use, using our unique forms. Keystone Learning has customized the forms to mirror as closely as possible the netIEP system. NetIEP will be phased out this year and replaced with the WebKIDSS for all IEPs. All annuals, initials, transfers and re-evals will be written on WebKIDSS after you have received training on WebKIDDS. All goal updates, and IEPs prior to training, will be on netIEP. Training will be completed by mid September.

In order to use the WebKIDSS you will need a username and password supplied by HPEC. You will not be able to access the system without these items. New usernames and passwords will be issued at August inservice. You will have the same user name and password for netIEP and WebKIDSS.

The school psychologist is responsible for starting new student files on the WebKIDSS. Speech only students are put in the system by the SLPs. If a student transfers into the district, please let the school psychologist know. If you happen to get paperwork that was sent with the student, please make sure the school psychologist has copies of it, so the file can be started online.

If a student returns to one of our districts, please notify the MIS department at the Central Office so that the student's file can be reactivated on the WebKIDSS. (Data both active and inactive from netIEP has been transferred to WebKIDSS) This will alleviate problems of having split/duplicate files in the system

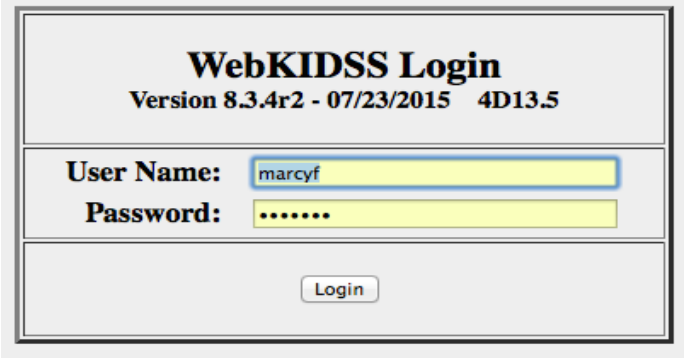
To Access the WebKIDSS:

Go to the High Plains Website: www.highplainsed.com On the left hand side, in gold, are links. Go to the Web IEP link

highplainsed.com
High Plains Educational Cooperative
Welcome to High Plains Educational Cooperative
Home
Daily Info
About HPEC
Job Opportunities
Board of Directors
Parents
Teachers
ParaEducators
USD Administrators
State Assessment
MTSS
Behavior
Web IEP
Contact Us
Archives
Find us on Facebook
High Plains Education provides an appropriate education for exceptional students in Southwest Kansas. Special education programs serve students whose unique learning needs cannot fully be met without intervention. These students require specially designed instruction to enable them to achieve their fullest potential.
High Plains currently serves 17 school districts and is on the leading edge of innovative practices. We believe that inclusive environments are critical for effective learning and teaching.
"High Plains Educational Cooperative will assist and support the member districts in providing education services which will maximize opportunities for all children to live, learn and work in society." HPEC Mission Statement
High Plains Educational Cooperative
621 E Oklahoma Ave
Ulysses KS 67880
620-356-5577

Once you click on the Web IEP link you will be given a choice as a teacher for netIEP or WebKIDSS.

Choose WebKIDSS. It will take you to the confidentiality statement and disclaimer. You will need to select I agree to move to the login page.



The first time you enter your name and password on a particular computer, you will get a message asking if you would like to save your name and password. Respond to this with – No or Never. If you respond with yes you could be jeopardizing the security of your IEPs.

After you have logged into the system, you will be taken to a main menu page.

Please do not use browser buttons/commands (Back, Refresh, etc). Use only the buttons provided by WebKIDSS to navigate web pages and to close windows. Click the WebKIDSS Logoff button when done.
More info
High Plains Educational Cooperative
621 E Oklahoma Ave
Ulysses KS 67880
620-356-5577
Message Center
Time left: 29:42
User Manual
School Year
2015-2016
Version
8.3.7r5 - 08/28/2015
611 - High Plains Educational Cooperative
WebKIDSS Logoff
User: Cara Geyer Last time you logged on was: 08/27/2015 12:16 PM
Group: Providers - Teacher
Archive/Demo Status: non-Archived Students
Select Students: IEP Students
Which IEP Records: Active and Draft Students

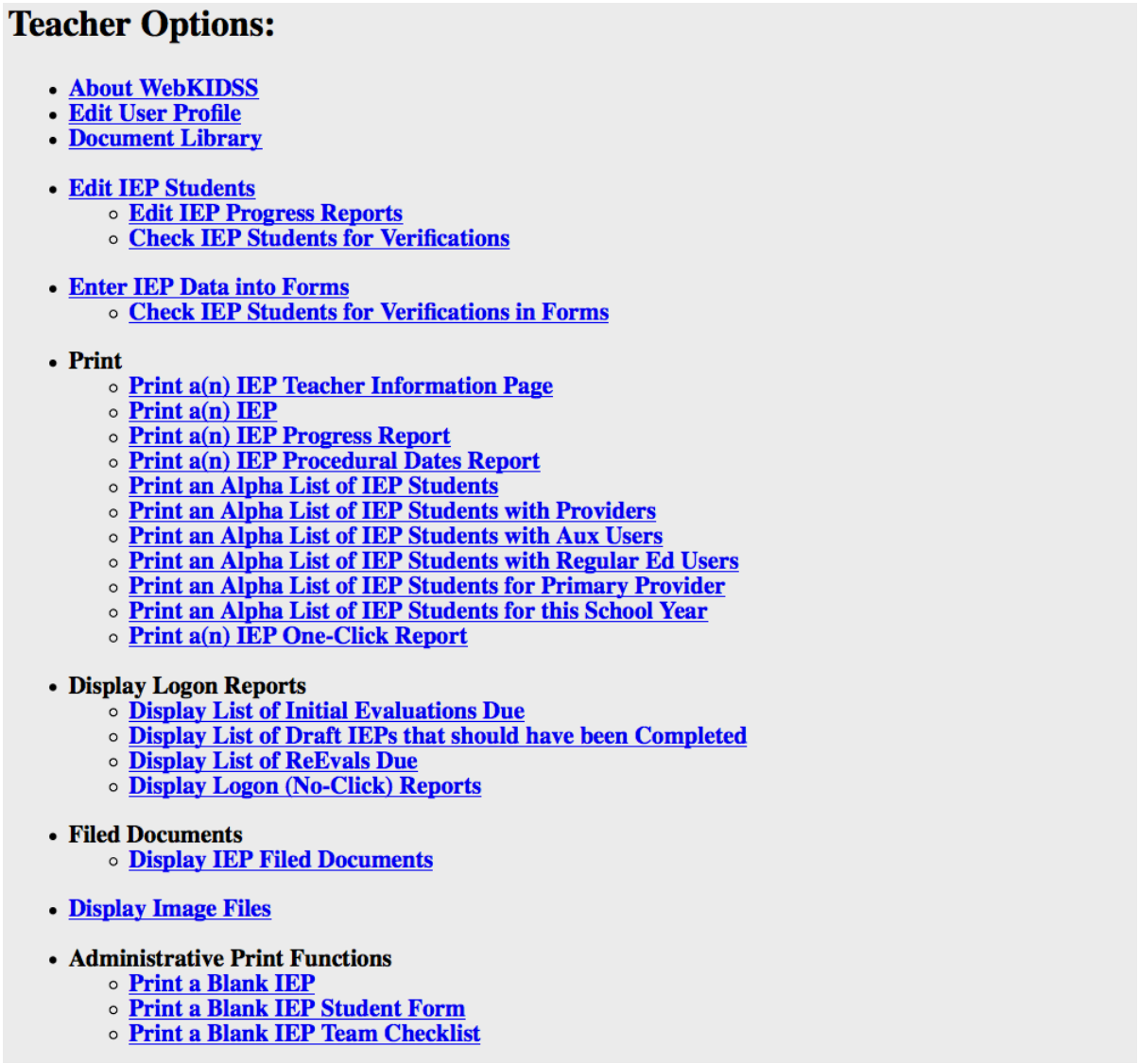
Please do not use browser buttons/commands (Back, Refresh, etc). Use only the buttons provided by WebKIDSS to navigate web pages and to close windows. Click the WebKIDSS Logoff button when done.

There is a WebKIDSS user manual button on the right hand side. This contains basic information for using WebKIDSS and explanations for the different buttons.

Timer: (Upper right hand of page.) Take note that there is a timer that counts down from 30 minutes. For security reasons you will be automatically logged off after 30 minutes of inactivity or no page changes. Warnings pop up at 2 and l minutes. If you are automatically logged off any changes made will NOT be saved. The time resets to 30 minutes with every page change.

User: (User's name)
Group: You may have access to more than one group depending on you job description. Make sure you are using the correct group.
Archive/Demo Status: Default is non-archived students you also have the choice of demo students
Select Students: Default is IEP Students
Which IEP records: Default is Active and Draft Students. There is also a drop down list with a variety of IEP student types you can view.
Logon reports will show next, starting with IEPs due in the next 30 days.

Depending on your permissions category you will have various options show up at the bottom of the page.



Teacher Options:

- About WebKIDSS
- Edit User Profile
- Document Library
- Edit IEP Students
  - Edit IEP Progress Reports
  - Check IEP Students for Verifications
- Enter IEP Data into Forms
  - Check IEP Students for Verifications in Forms
- Print
  - Print a(n) IEP Teacher Information Page
  - Print a(n) IEP
  - Print a(n) IEP Progress Report
  - Print a(n) IEP Procedural Dates Report
  - Print an Alpha List of IEP Students
  - Print an Alpha List of IEP Students with Providers
  - Print an Alpha List of IEP Students with Aux Users
  - Print an Alpha List of IEP Students with Regular Ed Users
  - Print an Alpha List of IEP Students for Primary Provider
  - Print an Alpha List of IEP Students for this School Year
  - Print a(n) IEP One-Click Report
- Display Logon Reports
  - Display List of Initial Evaluations Due
  - Display List of Draft IEPs that should have been Completed
  - Display List of ReEvals Due
  - Display Logon (No-Click) Reports
- Filed Documents
  - Display IEP Filed Documents
- Display Image Files
- Administrative Print Functions
  - Print a Blank IEP
  - Print a Blank IEP Student Form
  - Print a Blank IEP Team Checklist

Teacher Options:

About WebKIDSS: System requirement and version of WebKIDSS.
Edit User Profile: Demographic information for the user. Make sure your primary school email is entered. DO NOT CHANGE YOUR PASSWORD.
Document Library: Contains forms, manual, common core standards, and information pertinent to writing IEPs

Edit IEP Students: Pops up Student IEP data page. List of your students will be in the dropdown menu next to *Students*. List of pages available for the student based on age and grade are in a dropdown menu next to *Page*.

- Edit IEP Progress Reports: Opens goal(s) and allows you to edit the progress.
- Check IEP Students for Verifications: Opens list of areas that still need to be completed.

Enter IEP Data into Forms: Pulls up a list of forms available and allows you to enter data.

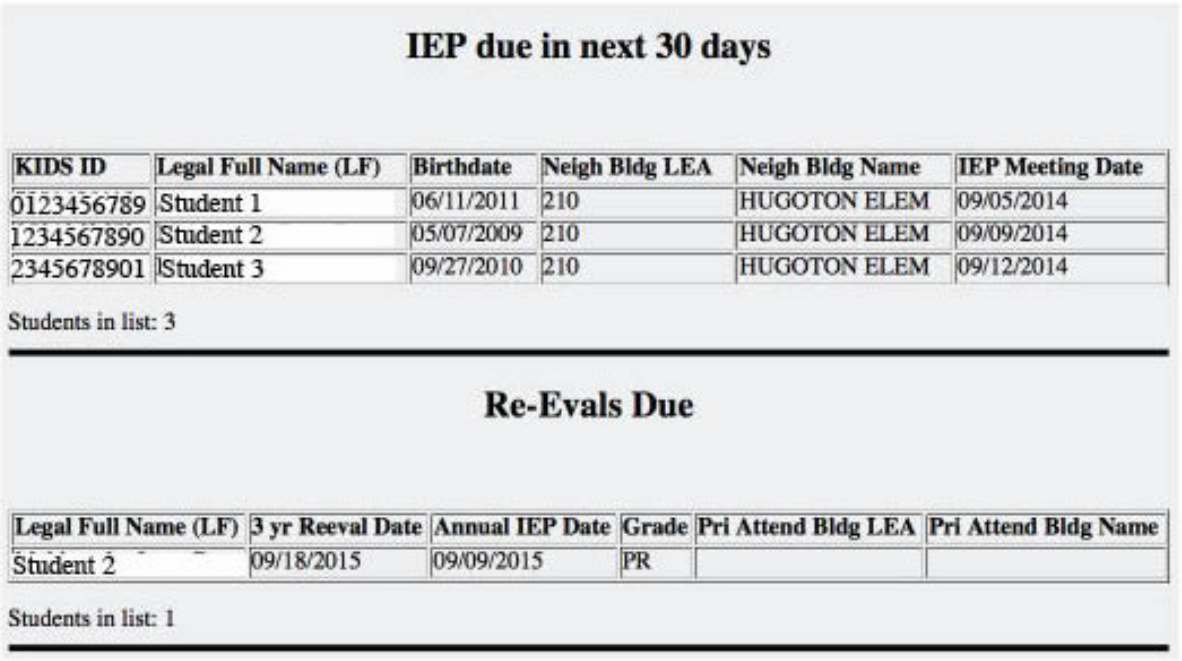
- Check IEP Students for Verifications in Forms: Opens list of areas that still need to be completed

Print: Below is listed the various print options. They are self explanatory.

- Print a(n) IEP Teacher Information Page
- Print a(n) IEP
- Print a(n) IEP Progress Report
- Print a(n) IEP Procedural Dates Report
- Print an Alpha List of IEP Students
- Print an Alpha List of IEP Students with Providers
- Print an Alpha List of IEP Students with Aux Users
- Print an Alpha List of IEP Students with Regular Ed Users
- Print an Alpha List of IEP Students for Primary Provider
- Print an Alpha List of IEP Students for this School Year
- Print a(n) IEP One-Click Report

Display Logon Reports: Logon reports are lists that show up automatically when you logon to remind you of upcoming annuals, evaluations, and drafts that need to be completed. These show up only when you first logon. You can also choose from the list below to access them any other time.

- Display List of Initial Evaluations Due
- Display List of Draft IEPs that should have been Completed
- Display List of Re-Evals Due
- Display Logon (No-Click) Reports



IEP due in next 30 days

KIDS ID	Legal Full Name (LF)	Birthdate	Neigh Bldg LEA	Neigh Bldg Name	IEP Meeting Date
0123456789	Student 1	06/11/2011	210	HUGOTON ELEM	09/05/2014
1234567890	Student 2	05/07/2009	210	HUGOTON ELEM	09/09/2014
2345678901	Student 3	09/27/2010	210	HUGOTON ELEM	09/12/2014

Students in list: 3

Re-Evals Due

Legal Full Name (LF)	3 yr Reeval Date	Annual IEP Date	Grade	Pri Attend Bldg LEA	Pri Attend Bldg Name
Student 2	09/18/2015	09/09/2015	PR		

Students in list: 1

Filed Documents: Completed documents that have been filed as completed, they can no longer be changed.

- Display IEP Filed Documents: Completed documents in a read only format

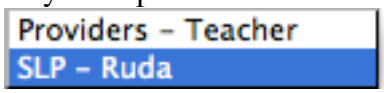
Display Image Files: Displays Images that have been uploaded to the system, scanned files, screen prints, pictures etc.

Administrative Print Functions

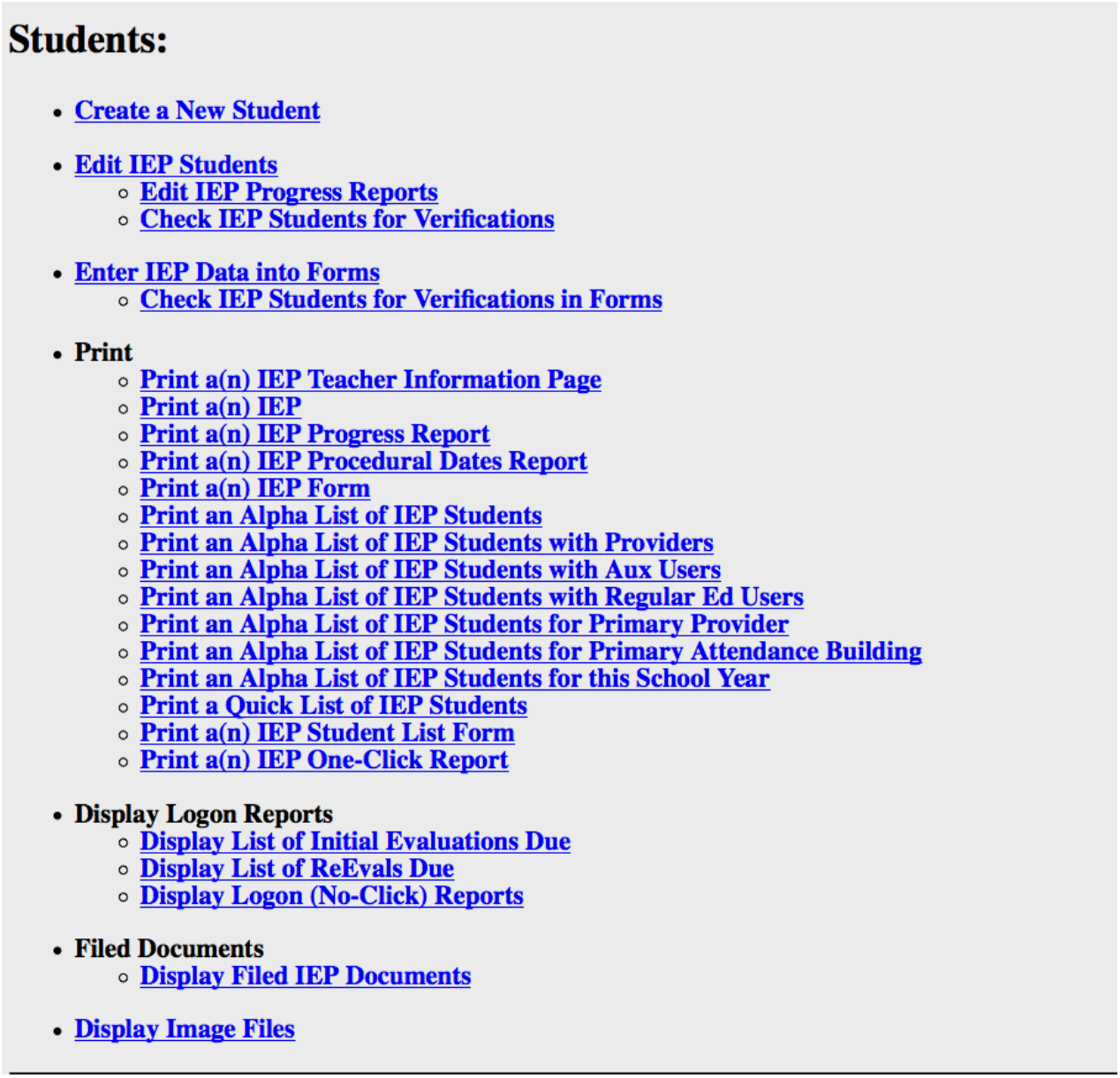
- Print a Blank IEP: Blank IEP pages

- Print a Blank IEP Student Form: Blank Student forms
- Print a Blank IEP Team Checklist: Checklist to help organize and facilitate meetings

School Psychologist and SLP Options: (SLP's must choose which **Group** they are using—They will have School Psychologist options to do evaluations and re-evaluations and teacher options if they are a provider for a student or writing an annual IEP for a speech only student.)



Students


Students:
Create a New Student
Edit IEP Students
Edit IEP Progress Reports
Check IEP Students for Verifications
Enter IEP Data into Forms
Check IEP Students for Verifications in Forms
Print
Print a(n) IEP Teacher Information Page
Print a(n) IEP
Print a(n) IEP Progress Report
Print a(n) IEP Procedural Dates Report
Print a(n) IEP Form
Print an Alpha List of IEP Students
Print an Alpha List of IEP Students with Providers
Print an Alpha List of IEP Students with Aux Users
Print an Alpha List of IEP Students with Regular Ed Users
Print an Alpha List of IEP Students for Primary Provider
Print an Alpha List of IEP Students for Primary Attendance Building
Print an Alpha List of IEP Students for this School Year
Print a Quick List of IEP Students
Print a(n) IEP Student List Form
Print a(n) IEP One-Click Report
Display Logon Reports
Display List of Initial Evaluations Due
Display List of ReEvals Due
Display Logon (No-Click) Reports
Filed Documents
Display Filed IEP Documents
Display Image Files

Create a New Student: Allows you to start a new student and enter their demographic data for initials and transfers.

Edit IEP Students: Pops up Student IEP data page. List of your students will be in the dropdown menu next to Students. List of pages available for the student based on age and grade are in a dropdown menu next to Page.

- Edit IEP Progress Reports: Opens goal(s) and allows you to edit the progress.
- Check IEP Students for Verifications: Opens list of areas that still need to be completed.

Enter IEP Data into Forms: Pulls up a list of forms available and allows you to enter data.

- Check IEP Students for Verifications in Forms: Opens list of areas that still need to be completed

Print: Below is listed the various print options. They are self-explanatory.

- Print a(n) IEP Teacher Information Page
- Print a(n) IEP
- Print a(n) IEP Progress Report
- Print a(n) IEP Procedural Dates Report
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- Print an Alpha List of IEP Students with Regular Ed Users
- Print an Alpha List of IEP Students for Primary Provider
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- Print a Quick List of IEP Students
- Print a(n) IEP Student List Form
- Print a(n) IEP One-Click Report

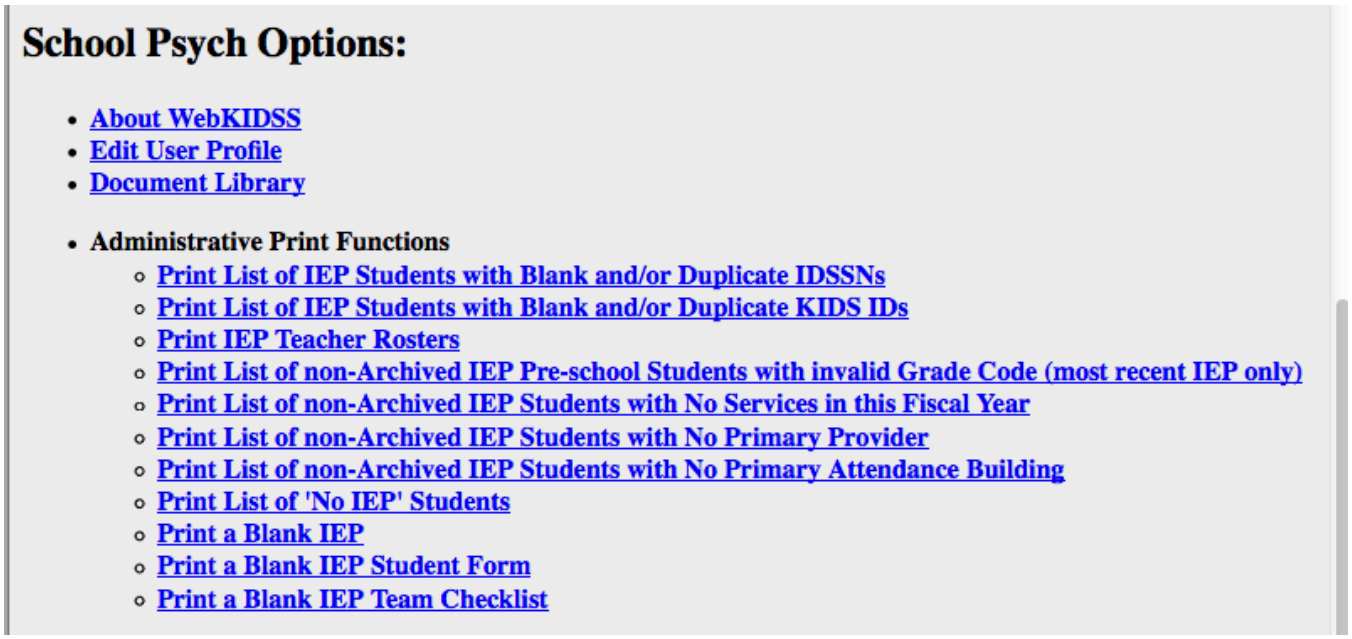
Display Logon Reports: Logon reports are lists that show up automatically when you logon to remind you of upcoming annuals, evals, and drafts that need to be completed.

- Display List of Initial Evaluations Due
- Display List of ReEvals Due
- Display Logon (No-Click) Reports

Filed Documents: Completed documents that have been filed as completed, they can no longer be changed.

- Display Filed IEP Documents: Completed documents in a read only format

Display Image Files: Displays Images that have been uploaded to the system, scanned files, screen prints, pictures etc.


School Psych Options:
About WebKIDSS
Edit User Profile
Document Library
Administrative Print Functions
Print List of IEP Students with Blank and/or Duplicate IDSSNs
Print List of IEP Students with Blank and/or Duplicate KIDS IDs
Print IEP Teacher Rosters
Print List of non-Archived IEP Pre-school Students with invalid Grade Code (most recent IEP only)
Print List of non-Archived IEP Students with No Services in this Fiscal Year
Print List of non-Archived IEP Students with No Primary Provider
Print List of non-Archived IEP Students with No Primary Attendance Building
Print List of 'No IEP' Students
Print a Blank IEP
Print a Blank IEP Student Form
Print a Blank IEP Team Checklist

School Pychologist Options:

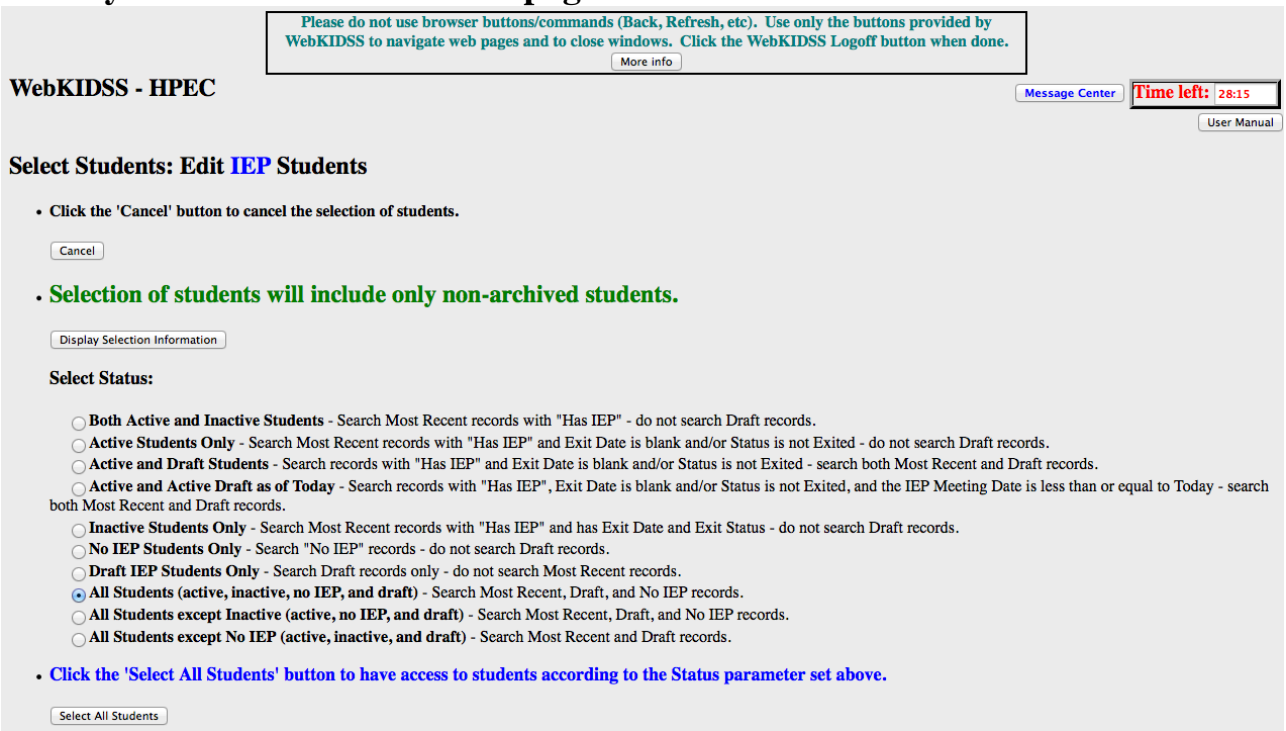
About WebKIDSS: System requirement and version of WebKIDDS.
Edit User Profile: Demographic information for the user. See teacher section. DO NOT CHANGE YOUR PASSWORD.
Document Library: Contains forms, manual, common core standards and information pertinent to writing IEPs

Administrative Print Functions

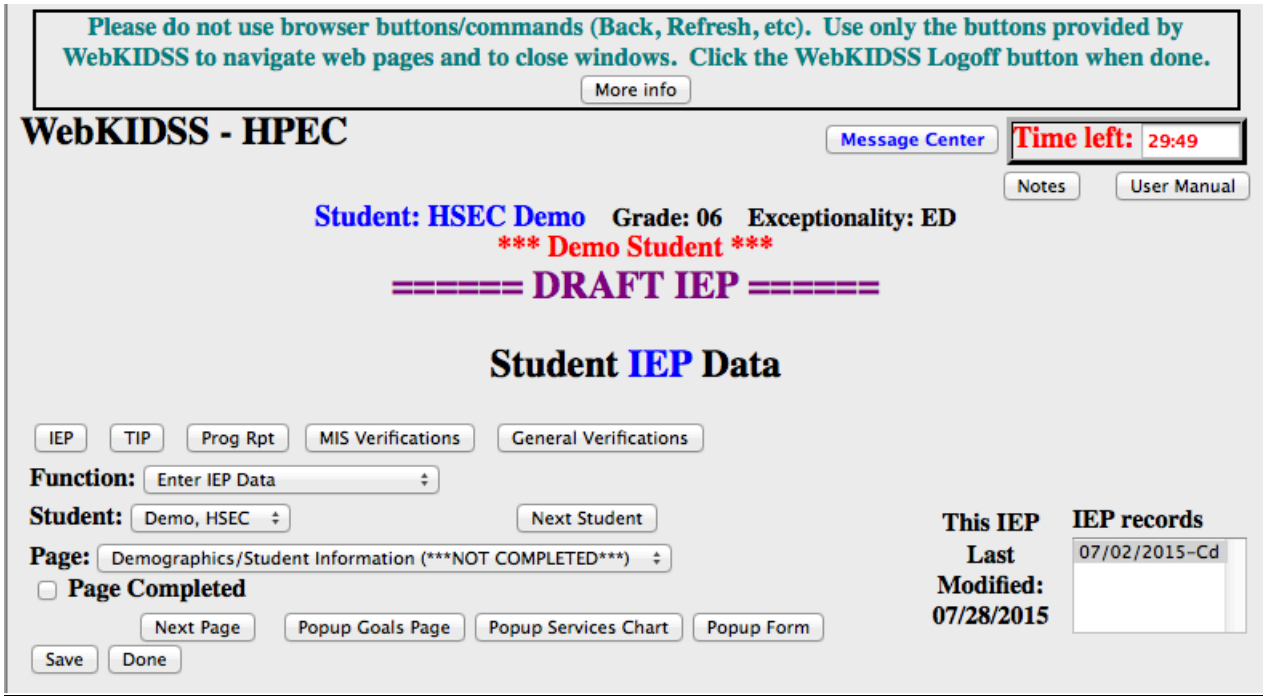
- Print List of IEP Students with Blank and/or Duplicate IDSSNs
- Print List of IEP Students with Blank and/or Duplicate KIDS IDs
- Print IEP Teacher Rosters
- Print List of non-Archived IEP Pre-school Students with invalid Grade Code (most recent IEP only)
- Print List of non-Archived IEP Students with No Services in this Fiscal Year
- Print List of non-Archived IEP Students with No Primary Provider
- Print List of non-Archived IEP Students with No Primary Attendance Building
- Print List of 'No IEP' Students
- Print a Blank IEP: Blank IEP pages
- Print a Blank IEP Student Form: Blank Student forms
- Print a Blank IEP Team Checklist: Checklist to help organize and facilitate meetings

Navigating the System

From the logon page select **Edit IEP Students.** This will take you to **Select Students: Edit IEP Students.** The **Select Students: Edit IEP Students** page only shows up for School Psychologists and Speech Language Pathologists. **Teachers will be taken directly to the Student IEP Data page.**


Please do not use browser buttons/commands (Back, Refresh, etc). Use only the buttons provided by WebKIDSS to navigate web pages and to close windows. Click the WebKIDSS Logoff button when done.
More info
WebKIDSS - HPEC
Message Center
Time left: 28:15
User Manual
Select Students: Edit IEP Students
Click the 'Cancel' button to cancel the selection of students.
Cancel
Selection of students will include only non-archived students.
Display Selection Information
Select Status:
Both Active and Inactive Students - Search Most Recent records with "Has IEP" - do not search Draft records.
Active Students Only - Search Most Recent records with "Has IEP" and Exit Date is blank and/or Status is not Exited - do not search Draft records.
Active and Draft Students - Search records with "Has IEP" and Exit Date is blank and/or Status is not Exited - search both Most Recent and Draft records.
Active and Active Draft as of Today - Search records with "Has IEP", Exit Date is blank and/or Status is not Exited, and the IEP Meeting Date is less than or equal to Today - search both Most Recent and Draft records.
Inactive Students Only - Search Most Recent records with "Has IEP" and has Exit Date and Exit Status - do not search Draft records.
No IEP Students Only - Search "No IEP" records - do not search Draft records.
Draft IEP Students Only - Search Draft records only - do not search Most Recent records.
All Students (active, inactive, no IEP, and draft) - Search Most Recent, Draft, and No IEP records.
All Students except Inactive (active, no IEP, and draft) - Search Most Recent, Draft, and No IEP records.
All Students except No IEP (active, inactive, and draft) - Search Most Recent and Draft records.
Click the 'Select All Students' button to have access to students according to the Status parameter set above.
Select All Students

Choose the parameters you need according to the status parameters shown.
Default is All Students (active, inactive, no IEP and draft)
Select All Students button will move you to the **Student IEP Data** page**.**



Student IEP Data (Buttons) These Buttons appear at the TOP of each page of the IEP to assist you with navigation of the system

IEP: (Print options)
TIP: Teacher information page
Prog Rpt: Goal progress
Change Log: list of changes and who made them—date and time stamped
MIS Verification: List of any required changes or information still to be added
General Verifications: List of any needed changes or items that still need to be completed.
IEP Entry Order: (Order for pages to appear)
Function: List of functions, IEP Data, view filed document, view images
Student: list of students on your caseload
Page: list of pages for this IEP
Page completed
Next page: (Previous page, next page both show after page one.)
Popup Goals page: Pulls up goal page so you can write it as you write the IEP
Popup Services Chart: Allows you to enter services as you go
Popup Form: list of forms to choose from to assist with writing goals and rubrics
Save: Save often
Done: Returns to main logoff page
IEP records: List of all IEP records for this student, date last modified
Prev Page, Next Page, Save, Done, and Page Completed are found at both the top and bottom of each page.

Entering Student Data

Demographics/Student Information

Demographic Data:
Either filled in by a school psychologist, SLP, or has been uploaded from Netchemia
Teachers if you need to make changes to this information contact the school psychologist or central office.
Student Status (this IEP):
Record Created: (date and by whom)
Ages will automatically fill in once birthdate and IEP date have been filled in
Legal First Name: Enter as shown on the Birth Certificate, or superseding court document.
Legal Middle Initial: Enter as shown on the Birth Certificate, or superseding court document. (If student has no middle initial, enter '-' (hyphen) in the middle initial field)
Legal Last Name: Enter as shown on the Birth Certificate, or superseding court document.
KIDS ID: Obtained from the local LEA, contact the MIS Dept. if unable to obtain. This is a 10-digit number that is needed on ALL student records, including preschool.
DOB: The birth date of the student as shown on the Birth Certificate, or superseding court document.
Ethnicity / Race: Select the ethnic and racial category(ies) for the student using the definitions given below, as determined by parent or self declaration upon enrollment or in accordance with agency policy or determined by observer identification. ***Both race and ethnicity categories must be completed*** for all students.
Ethnic Group-
Report Yes if student is Hispanic or Latino. Report No if the student is not Hispanic or Latino.
Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Race Category – Select all the general racial category(ies) which have been identified for the student.
American Indian or Alaskan Native: a person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community attachment.
Examples: Azteca, Zapotec, Maya, Nahua, Aymara, Kichwa, Lakota, Navajo, Guarani

Asian: a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, The Philippine Islands, Thailand, and Vietnam.

Black or African American: a person having origins in any of the Black racial groups or Africa.

Native Hawaiian or Other Pacific Islander: a person of having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands

White: a person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Examples: Middle Eastern (A person having origins in any of the original peoples of Egypt, Israel, Iraq, Jordan, Leganon, Palestine, Syria, or Turkey) Spanish: (A person having origins in any of the original peoples of Spain)

Gender: male or female

Language: Select the appropriate language from the drop down list.

Student: The primary language of the student

Parent: The primary language spoken in the home.

Parent Data (Up to three contacts)

First Name:
Last Name:
Rel to Child:
Pri Dec Maker: Be sure to mark one as "yes"
Street
City
State
Zip
Print this address:
Is Pri Residence:
Consent to send:
Phone 1: Use drop down list to select contact.
Email:
Phone 2:
Email:
Phone 3:
Email:
Co of Res: Use initials. If you do not know the initials use "lookup county" button.

School Data

Neighborhood Bldg: Use lookup button if student has changed buildings.
Responsible Bldg: Use lookup button if student has changed buildings.
Assign Child Count: Use lookup button if student has changed districts.
Grade:
Eligibility Code: Use 1 for students with a disability; 4 for gifted students; and 5 if not placed.
Exceptionality: (School psych use ONLY—DO NOT CHANGE.
Primary Disability:
Second Disability
Gifted:

School Data Y/N Questions (Answers here determine which pages will need to be completed)

Extended School Previous Summer:
Transportation Provided:
Behavior Intervention Plan:

Dates/Ed Status

Dates (Double check to make sure the dates you enter are correct!)

Initial Eval Consent Rec'd Date: To be completed by School Psychologist.
Initial Eval Determination Date: To be completed by School Psychologist.
Re-Eval Consent Rec'd: To be completed by School Psychologist.
Re-Eval Completion Date: To be completed by School Psychologist.
Vision Screening Date: Most recent screening date.

Hearing Screening Date: Most recent screening date.
IEP Meeting Date: Date of actual meeting.
Initiation Date: Date services start.

Ed Status: Use pull-down menu to select the current status of the student from the following list of codes.

ACTIVE STATUS

- **B**- IFSP Transfer by age 3
- **C** - Continuing Student – from previous school year
- **E** - Entering from another District or Agency outside of the HPEC area.
- **I** - Reinitiation of Services – Students who have had all of their services revoked by the parent or self and services have been restarted this school year. Note: an evaluation must be completed to reinitiate services.
- **K** - Under Expulsion (out of school) at the time of data collection.
- **N** - New Referral – students who are referred for special education services for the first time in their life
- **Q** - Under Long-term Suspension (out of school) at the time of data collection
- **R** - Returning to a Special Education Program: A student who has previously received special education services, exited from services and then returned to services without leaving the HPEC area.

EXIT STATUS

- **D** - Dropped out of school
- **G** - Graduation with diploma
- **H** - Has earned or is enrolled in a GED program
- **L** - Left state, will continue in General Ed or Special Ed.
- **M** - Maximum age reached (reached age 21 in the current school year)
- **O** - Objectives completed – student no longer meets eligibility criteria and does not qualify as a child with a disability.
- **W** - Written revocation of services - by parent or student (if 18 years of age or older) and the LEA has evidence the student is continuing in the general education environment.
- **A** - Action initiated Withdrawal from Special Education – by parent or student if services have ceased due to an act taken
  by parent or student (without written revocation of services) and the LEA has evidence the student is continuing in the general education environment.
  →Include (A and W) students who exit SPED services for Home Schooling, enroll in a private / parochial or virtual school, and **NO** Special Ed services are provided.
- **T** - Transfer to another District in Kansas, outside of the HPEC area. (Be sure to indicate on Staffing Team Report the LEA # which the student is transferring to.)
- **X** - Deceased

Annual IEP: Next date IEP is due: Auto fills based on previously entered data.
3 Year Re-Eval Due Date: Auto fills based on previously entered data.
Next Vision: Auto fills based on previously entered data.
Next Hearing: Auto fills based on previously entered data.

WebKIDSS Pages:

The next several pages are ones that have been customized to mirror netIEP. When a new Addendum (Change In Service) is started, all information from the locked IEP will copy over and you may make modifications as necessary. When a new annual is started only certain information will copy over and the rest will be cleared so that you may enter new data.

Student Information

This form will retain the current information in it when new annual IEP is started. Any current information that is no longer applicable will need to be deleted and the new information added.

Background information: Modifiable text box.
Family's short and long term education goals for:

(Next section regarding reasons for referral and interventions will be filled in by the School Psychologist—Please do not change information.)

What are the reasons for referral and/or placement? Items in red may be copied and pasted into the text box. You may also use/add your own text.
What do we know about the success of interventions/strategies used with this student to ensure continuous learning in the general curriculum? Fill in appropriate information.

Intervention Information:
Options:
New button creates a new record. Tap *New* for each intervention you wish to add.
Del All button allows you to delete all intervention data. You may also delete individual intervention data by using the *Delete* button at the bottom of each intervention.
Sort button allows intervention records to be sorted by various variables.

Present Levels of Academic Achievement & Functional Performance (PLAAFPs):

For all PLAAFPs:

Discussion: Put actual evaluation results here and include any other information that is needed. This area is for **detailed** descriptions of what the student "Can Now" do. Include data from multiple sources (CBM, error analysis, parent/teacher reports, etc.). State Assessment results will be listed on the assessment form. This is also a good place to add positive statements regarding the strengths of the student.

Present Level Statement(s) - Select *New* button

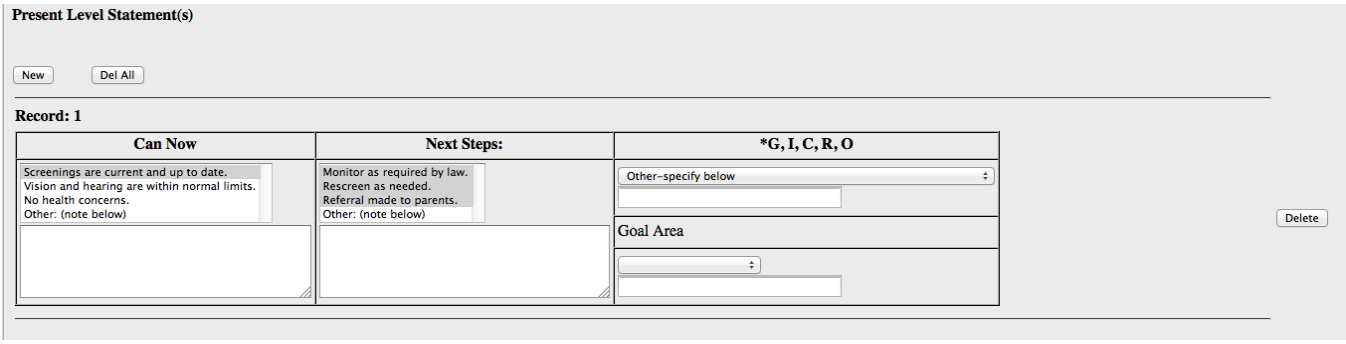
Can Now & Next Steps. You may add as many records in this area as necessary.
You may select from the preloaded list if there are no concerns, (You may choose more than one statement from the preloaded list by hold down the Command key (MAC) or Control key (Windows) and choose additional statements); if this is a goal make sure there is numerical data. Information selected from the preloaded list will not be inserted into the text box. Only the selected statements will print.

Can Now: This should be a summary statement of what the student is currently able to do as discussed in the Discussion section. If you are writing a goal, this is where your **numeric statement** would go, e.g., Student is reading at the 2nd grade level with 40% accuracy. This statement is your baseline data and **MUST** have a numeric statement in it. The Can Now statement needs to be the same as the goal's **baseline statement**.

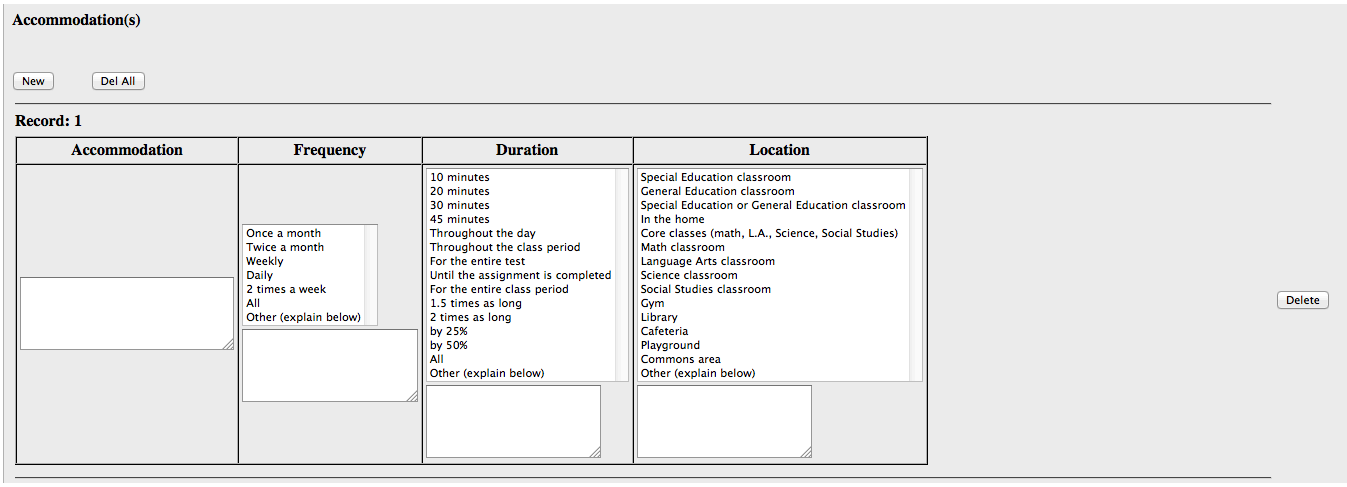
Next Step: This is the student's next step, the **measurable goal** statement goes here. In the example above the student is reading at the 2nd grade level with 40% accuracy. If you want to increase accuracy, the statement in the Next Step would be: Increase reading at the 2nd grade level to 90% accuracy. This statement must also be a numeric number and will be your measurable goal statement for the goal. The Next Step statement needs to be the same as the measurable goal statement.

Goal, Instruction, Curriculum, Revisit, Other (G, I, C, R, O): The information you have entered in the row will be classified as one of these options. Choose the appropriate option from the pulldown menu. Goal Area items will have a goal written to support them. Instructional items are those items that may need additional instruction than what is typically provided in general education classes. It may be items that are addressed on your checklist. Curriculum items are those that will typically be covered in the general education classroom. Revisit items are those areas that will be addressed at a later date or monitored. O – Other.

Goal Area: If the G, I, C, R, O field contains *Goal Area* or *Instruction to Support Goal Area* this field must have the subject/goal area to correspond with it. Select from the drop down list.



Accommodations and Modifications: After each section containing Can Nows and Next Steps will be a chart to add accommodations and modifications. You will write in the appropriate accommodation/modifications. **Select only one accom/mod for each row.** Then choose the frequency, duration, and location for that accom/mod from each of the preloaded lists. You may add rows for additional accom/mod. Each of these fields is text editable. If you need to add additional wording to make it more clearly understood or if you need to add an accom/mod not listed feel free to do so. Make sure for each row you have something in the accom/mod field, frequency field, duration field and location field. If the present level statement(s) require no accommodations for this area do not select *new* (record).



Vision/Hearing/Health

Dates will pull over from **Dates/Ed Status** page. Fill in results from pull down list. **Dates for the next screening will be automatically calculated and entered once the form is saved.**

Yes, No, NA: Answer the questions appropriately. If there is a medical diagnosis, please provide appropriate information. If you answer "Yes" to a health care plan, a plan must be submitted with the paperwork to HPEC.
Fill in discussion boxes.
Fill in the Can Now and Next Steps.
Accommodations if needed.

Motor

Yes, No, NA: Answer the questions appropriately.
Fill in discussion boxes.
Fill in the Can Now and Next Steps.
Accommodations if needed.

Social/Emotional

Yes, No, NA: Answer the questions appropriately.

If you answer YES to the first question - *The child's behavior significantly impedes his/her learning or that of others and a behavior plan/goal is attached for identified behavioral concerns* you must complete a "Learning New Behaviors" page and write a goal.
Fill in discussion boxes.
Fill in the Can Now and Next Steps.
Accommodations if needed.

Learning New Behaviors

Fill out the page to address the behavior of the student. Make sure you have measurable data in the interventions that can be reported as progress on the behavior goal. This is a simplified version of our netIEP Learning New Behaviors Page. You will need to fill out a goal for the behavior.

Section 1: Description of the target behavior

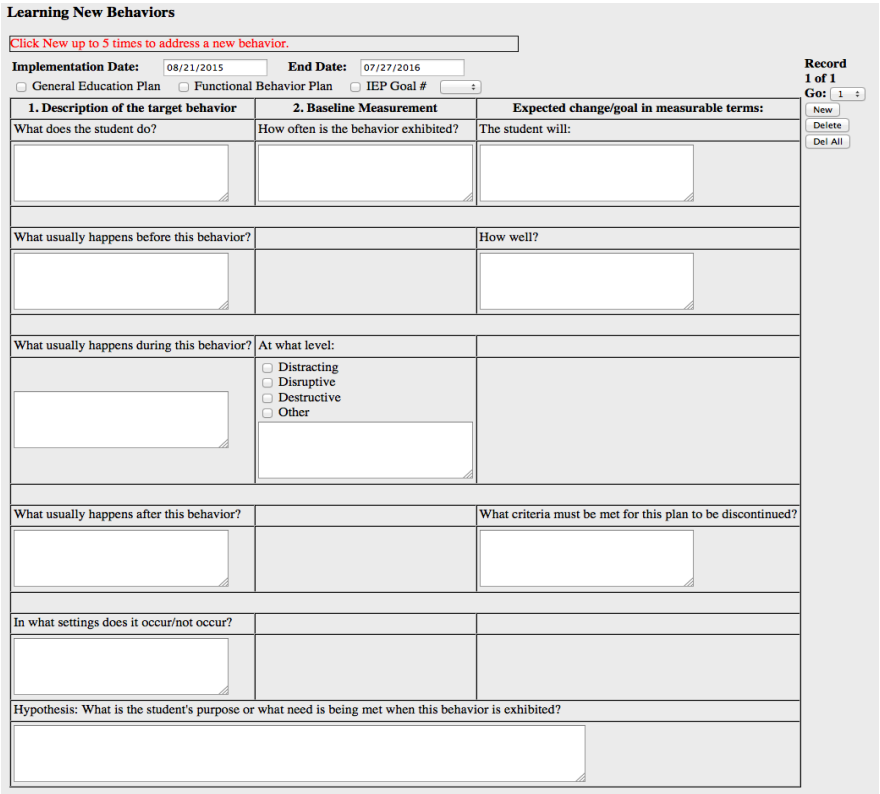
•*What does the student do?* Describe the student's behavior that is of concern
•*What usually happens before this behavior?* Is the student given a directive, questioned? Asked to complete work? Walking between classes? Talking with peers, adults?
•*What usually happens during this behavior?* What is happening during the act of the behavior described in 1st question?
•*What usually happens after this behavior?* Does the student calm down? Is he/she exhausted, remorseful, more upset?
•*In what settings does it (behavior) occur/not occur?* Describe what settings it occurs and make sure to state when the behavior does not occur. Ex: Occurs most often in Science but never in English, PE or homeroom.
•*Hypothesis: What is the student's purpose or what need is being met when this behavior is exhibited?* What does the team think is the reason that the behavior occur? This is what you *think* might be the reason.

Section 2: Baseline measurement

•*How often was the behavior exhibited?* This is a numeric amount that the behavior was exhibited. This can be collected by the number of times sent to principal's office, number of missed assignments, number of suspensions, etc. Whatever documentation you are using to measure the behavior. **Again, this must be a numeric amount.**
•*At what level*: Select the descriptor that best describes the overall behavior.

Section 3: Expected change/goal in measurable terms

•*The student will:* Describe what your goal/expectations are for the student, using your baseline statement for your starting point. Ex: Baseline statement is that the student is being sent to the principal's office an average of 10 times per week because of disruptive behaviors. Goal will be to reduce the number times the student is sent to the principal's office per week.
•*How well?* Describe how well the student will meet the goal. Ex: From 10 times per week to 3 times per week.
•*What criteria must be met for this plan to be discontinued?*


Learning New Behaviors
Click New up to 5 times to address a new behavior.
Implementation Date: 08/21/2015
End Date: 07/27/2016
General Education Plan
Functional Behavior Plan
IEP Goal #
Record 1 of 1
Go: 1
New
Delete
Del All
1. Description of the target behavior
2. Baseline Measurement
Expected change/goal in measurable terms:
What does the student do?
How often is the behavior exhibited?
The student will:
What usually happens before this behavior?
How well?
What usually happens during this behavior?
At what level:
Distracting
Disruptive
Destructive
Other
What usually happens after this behavior?
What criteria must be met for this plan to be discontinued?
In what settings does it occur/not occur?
Hypothesis: What is the student's purpose or what need is being met when this behavior is exhibited?

Section 4: Teaching more positive behaviors.

List the specific interventions, how it will be carried out and the frequency duration and location.
If you are using a checklist of some type it must be included as part of the plan.
For sections 5 and 6 items in red may be copied and pasted into the text box, you may also add your own comments.

4. Describe how the student will be taught more positive behaviors:		
Specific Intervention	**How was it carried out**	**When: frequency, duration, location**

5. Are there any know risks, discomforts, or side effects anticipated if this plan is implemented? Describe:

Examples:

Behavior may get worse before it gets better.
Need to follow guidelines regarding seclusion and restraint.
Student may feel selected for preferential or different treatment from his peers.
Student may miss class time.
Time factors.
Student may experience decreased self-esteem/worth.
Student may be treated differently by peers and others.

6. How will the school staff and family cooperate and communicate in implementing this plan?

Examples:

Notes home
Weekly progress reports
Notes in agenda
Calls
Emails
Quarterly reports

General Intelligence (or EC Self-Help/Adaptive)

Yes, No, NA: Answer the questions appropriately.
Fill in discussion boxes.
Fill in the Can Now and Next Steps.
Accommodations if needed.

What does the student require?

Functional Curriculum: Defined as a break from the typical grade placement curriculum. Students on a functional curriculum are learning very basic and functional skills which are significantly different from their grade level peers. These students' needs cannot be met by adapting the grade level curriculum

Self-help or Adaptive Skills: Student needs assistance with daily living skills and self-help skills.

Accommodations: Allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. Accommodations do not alter in any significant way what the test or assignment measures.

Modifications: an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure. Examples include a student completing work on part of a standard or a student completing an alternate assignment that is more easily achievable than the standard assignment.

Differentiated: basic curriculum that has been modified to address individual characteristics, needs, ability and interest of the student. Differentiated curriculum is often used in designing goals for gifted students.

If you select yes on any of the above questions you must fill in at least one accommodation on the IEP.

Communication

Yes, No, NA: Answer the questions appropriately.
Fill in discussion boxes.
Fill in the Can Now and Next Steps.
Accommodations if needed.

Education

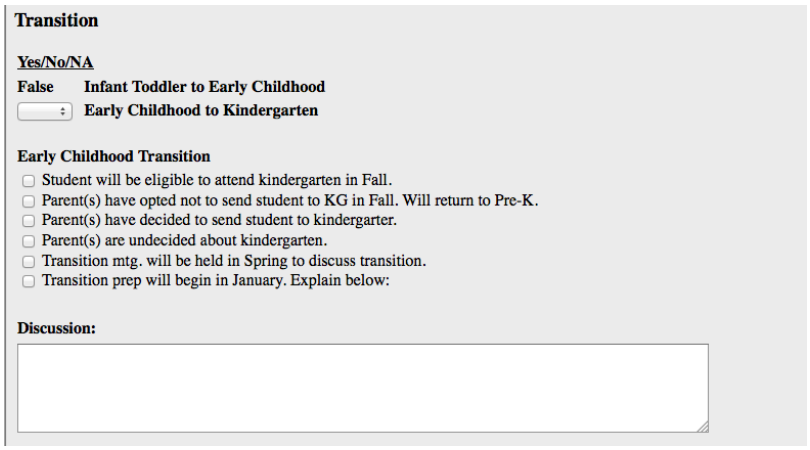
Yes, No, NA: Answer the questions appropriately.
Fill in discussion boxes.
Fill in the Can Now and Next Steps.
Accommodations if needed.

Make sure reading, written expression and math have been addressed and that you have sufficient data to determine goals and services.

Transition

Transition for EC: Appropriate form shows based on age and grade.

Fill in discussion boxes.
Fill in the Can Now and Next Steps.
Accommodations if needed.

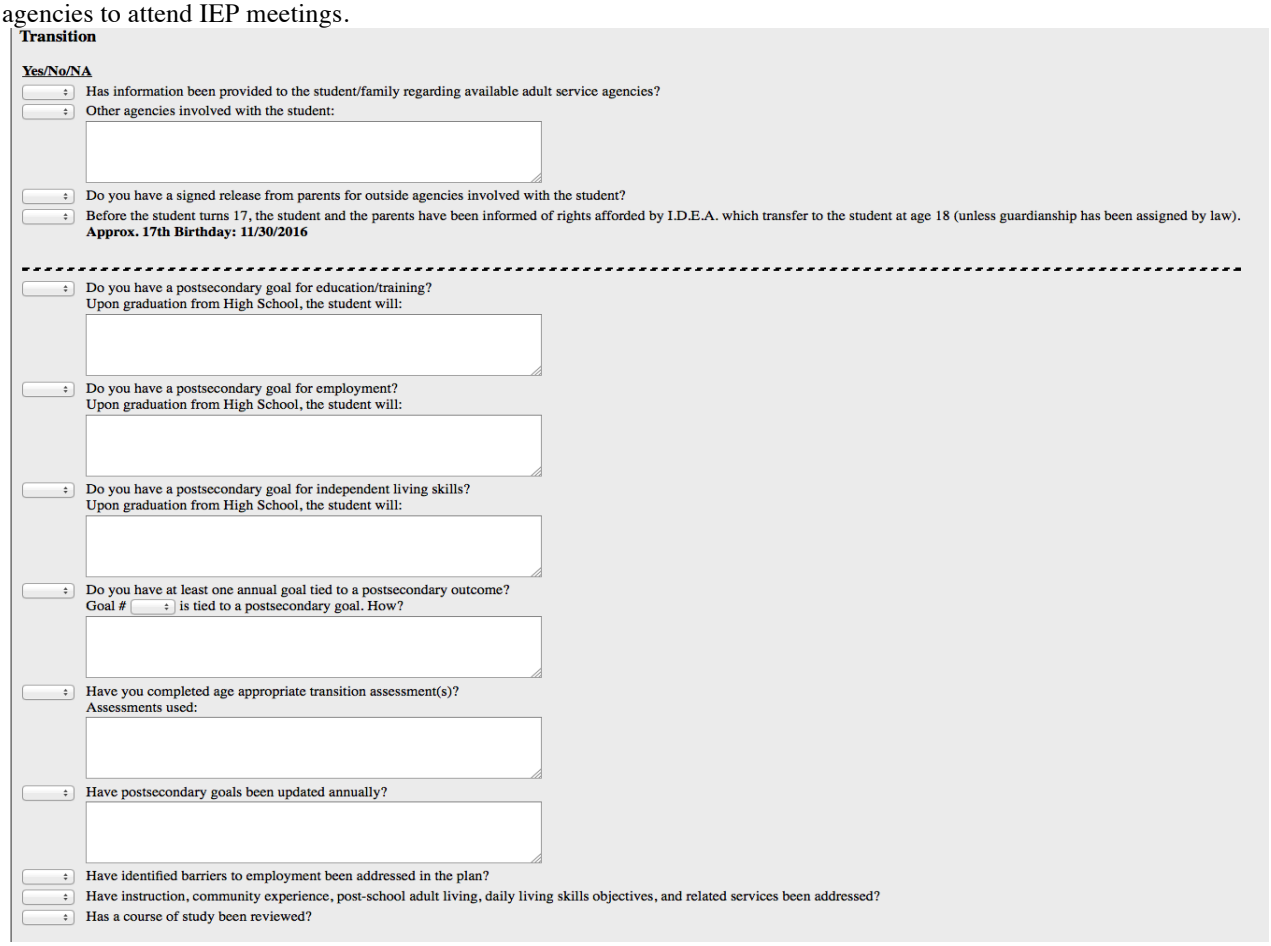

Transition
Yes/No/NA
False Infant Toddler to Early Childhood
Early Childhood to Kindergarten
Early Childhood Transition
Student will be eligible to attend kindergarten in Fall.
Parent(s) have opted not to send student to KG in Fall. Will return to Pre-K.
Parent(s) have decided to send student to kindergarter.
Parent(s) are undecided about kindergarten.
Transition mtg. will be held in Spring to discuss transition.
Transition prep will begin in January. Explain below:
Discussion:

Yes, No, NA: Answer the questions appropriately.
Check appropriate box describing current options for transition.
Early Childhood Transition Discussion: For transitions from Part C to Part B there must be evidence of joint visit with parents and documented in the text box.

Transition for Post School Goals: Appropriate form shows based on age and grade.

For students who are 13 turning 14 during the IEP school year, Transition **and** Projected Course of Study **must** be completed. For completers, graduates and students who age out, a **Summary of Performance** must be included. This contains information regarding disability, academic and functional performance and accommodations needed.

IEP must include all the requirements for Indicator 13. Requirements from Indicator 13 checklist are: 1. Measureable postsecondary goals, one for education and training, one for employment and one for independent living if needed. 2. Statement of how at least one annual goal will help the student meet their postsecondary goals. 3. Statement of transition assessment. 4. Access to community, employment, barriers, instruction and if needed vocational assessment and independent living skills. 5. Transition must be update annually. 6. Completed course of study. 7. Signed consent for any outside agencies to attend IEP meetings.


Transition
Yes/No/NA
Has information been provided to the student/family regarding available adult service agencies?
Other agencies involved with the student:
Do you have a signed release from parents for outside agencies involved with the student?
Before the student turns 17, the student and the parents have been informed of rights afforded by I.D.E.A. which transfer to the student at age 18 (unless guardianship has been assigned by law).
Approx. 17th Birthday: 11/30/2016
Do you have a postsecondary goal for education/training?
Upon graduation from High School, the student will:
Do you have a postsecondary goal for employment?
Upon graduation from High School, the student will:
Do you have a postsecondary goal for independent living skills?
Upon graduation from High School, the student will:
Do you have at least one annual goal tied to a postsecondary outcome?
Goal # is tied to a postsecondary goal. How?
Have you completed age appropriate transition assessment(s)?
Assessments used:
Have postsecondary goals been updated annually?
Have identified barriers to employment been addressed in the plan?
Have instruction, community experience, post-school adult living, daily living skills objectives, and related services been addressed?
Has a course of study been reviewed?

For students who are 14 OR will turn 14 during the IEP year complete all Yes, No, NA questions.

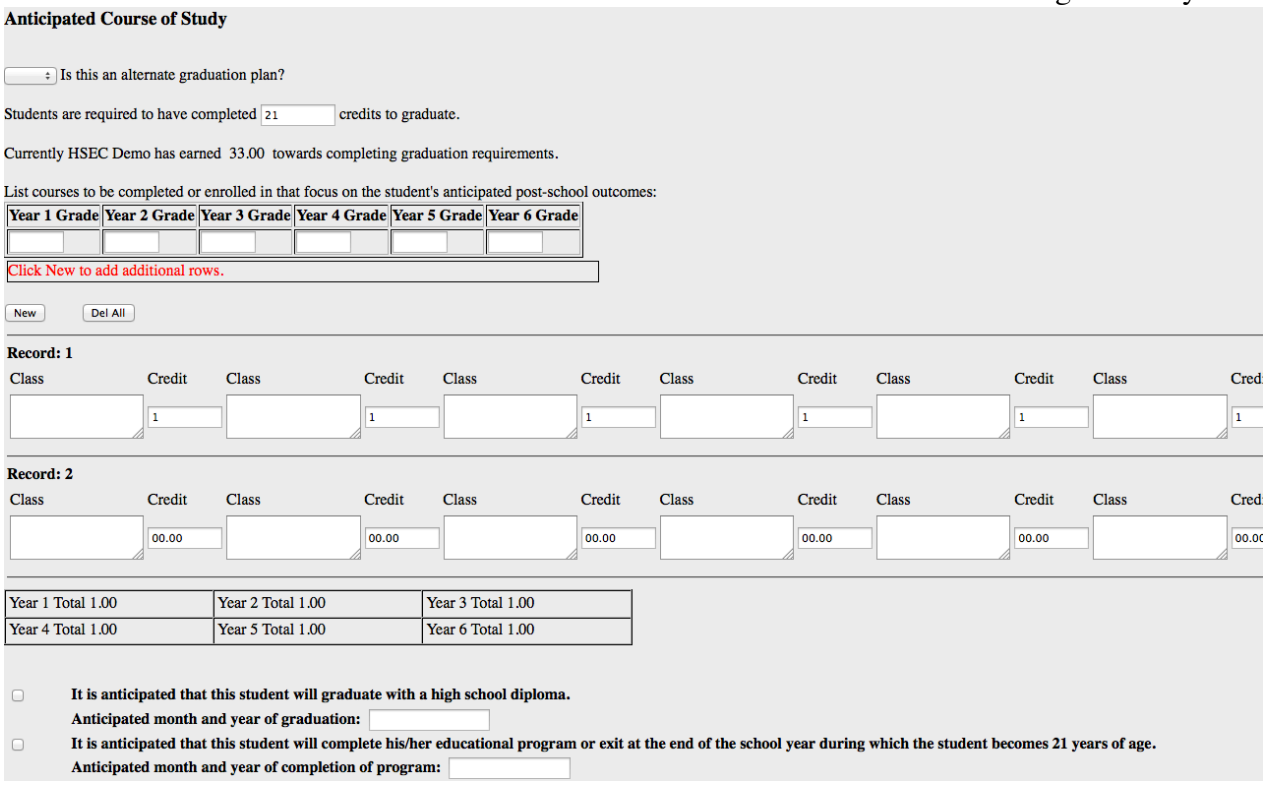
• Has information been provided to the student/family regarding available adult service agencies?
• Other agencies involved with the student: (Name to be completed in textbox)
• Do you have a signed release from parents for outside agencies involved with the student?
• Before the student turns 17, the student and the parents have been informed of rights afforded by I.D.E.A. which transfer to the student at age 18 (unless guardianship has been assigned by law). Date of 17th birthday: Please note that in January of the year, all students who turn 17 during the calendar year will receive a letter from Central Office stating their rights afforded to them at age 18 by I.D.E.A.
• Do you have a postsecondary goal for education/training?
The student will … (Complete remainder of postsecondary goal in the text box)
• Do you have postsecondary goal for employment?
The student will …(Complete remainder of postsecondary goal in the text box)
• Do you have a postsecondary goal for independent living skills? (If needed)
The student will …(Complete remainder of postsecondary goal in the text box)
• Do you have at least one annual goal tied to a postsecondary outcome?
Goal # ___ is tied to a postsecondary goal. How? (Complete text box stating how annual goal is tied to postsecondary goal.)
• Have you completed age appropriate transition assessment(s)?
Assessment used: (Name or type of assessment used completed in text box)
• Have postsecondary goals been updated annually? (Place previous annual date in the text box.)
• Have identified barriers to employment been addressed in the plan?
• Have instruction, community experience, post-school adult living, daily living skills objectives, and related services been addressed?
• Has a course of study been reviewed?

Any additional information and/or transition needs must be addressed in the discussion section. You will need to write can now and next steps also.

Course of Study

Anticipated Course of Study/Alternate Graduation Plan:

This must be filled out for all students who are 14 and older OR will turn 14 during the IEP year.


Anticipated Course of Study
Is this an alternate graduation plan?
Students are required to have completed 21 credits to graduate.
Currently HSEC Demo has earned 33.00 towards completing graduation requirements.
List courses to be completed or enrolled in that focus on the student's anticipated post-school outcomes:
Year 1 Grade
Year 2 Grade
Year 3 Grade
Year 4 Grade
Year 5 Grade
Year 6 Grade
Click New to add additional rows.
New
Del All
Record: 1
Class
Credit
Record: 2
Year 1 Total 1.00
Year 2 Total 1.00
Year 3 Total 1.00
Year 4 Total 1.00
Year 5 Total 1.00
Year 6 Total 1.00
It is anticipated that this student will graduate with a high school diploma.
Anticipated month and year of graduation:
It is anticipated that this student will complete his/her educational program or exit at the end of the school year during which the student becomes 21 years of age.
Anticipated month and year of completion of program:

Determine if this is an alternate graduation plan, answer yes, or no. For alternate graduation plans the student must have a total of 21 credits and they must have a year of American History and at least one semester of Government.
On the form add as many *New* records as you have class periods daily. Each year's courses will be listed vertically so that credits will total at the end of the column. There is sufficient room going across to have 6 years of study. (All courses must be specific—no listing "elective") To find the high school graduation requirements, look at the school website for the student handbook, it should have all required courses listed.
Check the boxes and fill in the text boxes on graduation information.

Special Considerations

This form will retain the current information in it when new annual IEP is started. Any current information that is no longer applicable will need to be deleted and the new information added.

Yes, No, NA: Answer the questions appropriately. Fill in any details in the text boxes.

Basis of Decision

This form will retain the current information in it when a new annual IEP is started. This information is entered by the School Psychologist or SLP (for speech only students). DO NOT CHANGE IT.

Answer all yes/no questions based on data.

Exceptionality: Pulls over from page one.
Basis of Decision: This section is completed by the school psychologist. This is the determination of eligibility and need for services as discussed by the team. It is dependent upon the team's decision and should have the following information. Data to support the eligibility indicators for a specific category (prong 1). Data to support NEED for special education (prong 2). It should include a description of converging data used in making the team's decision, such as scores documenting significant differences in performance, and how these differences indicate need for special education supports. For non-placements, information needs to be provided as to why the student is not eligible and/or does not need special education services. There should also be an exclusionary statement that reports that the provision of special education support services is not the result of language or a lack of instruction (autoscript available for this).

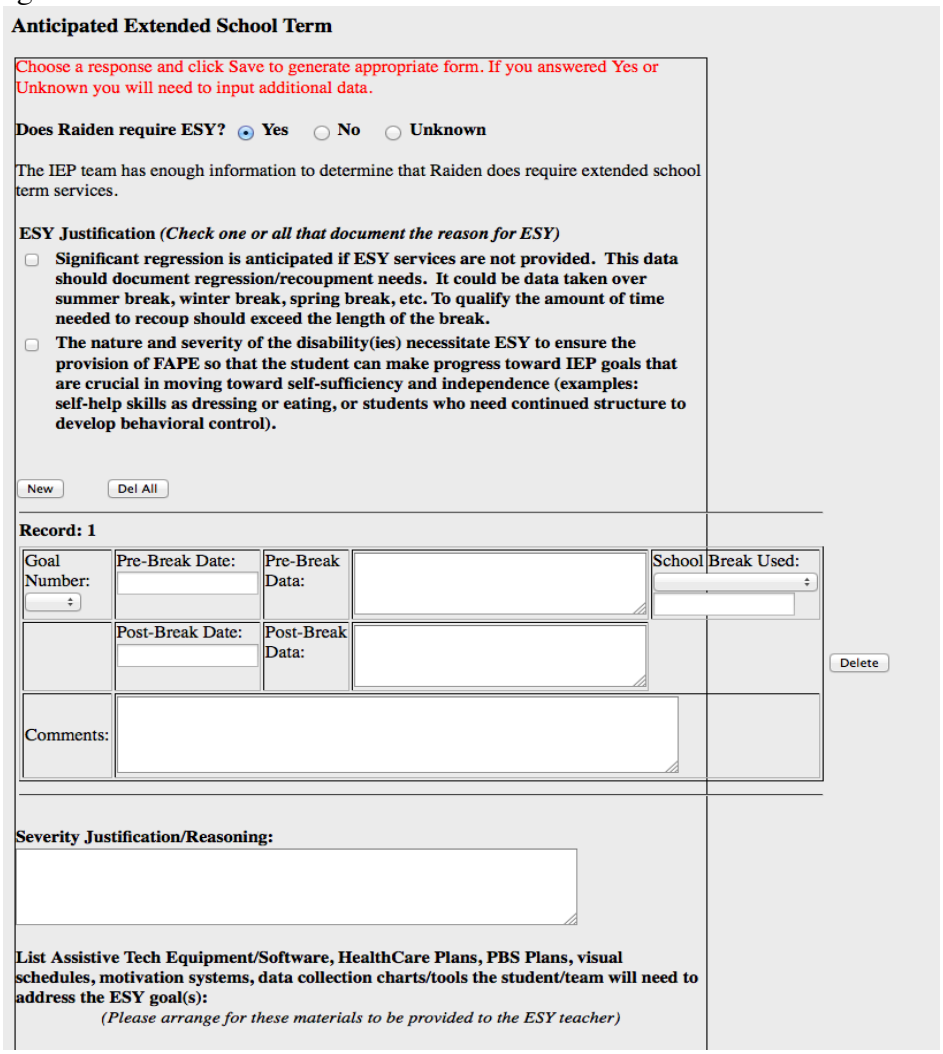
Exit Criteria: Define what criteria must be met for the student to be exited from special service support. Autoscript available or you may type information into the text box.

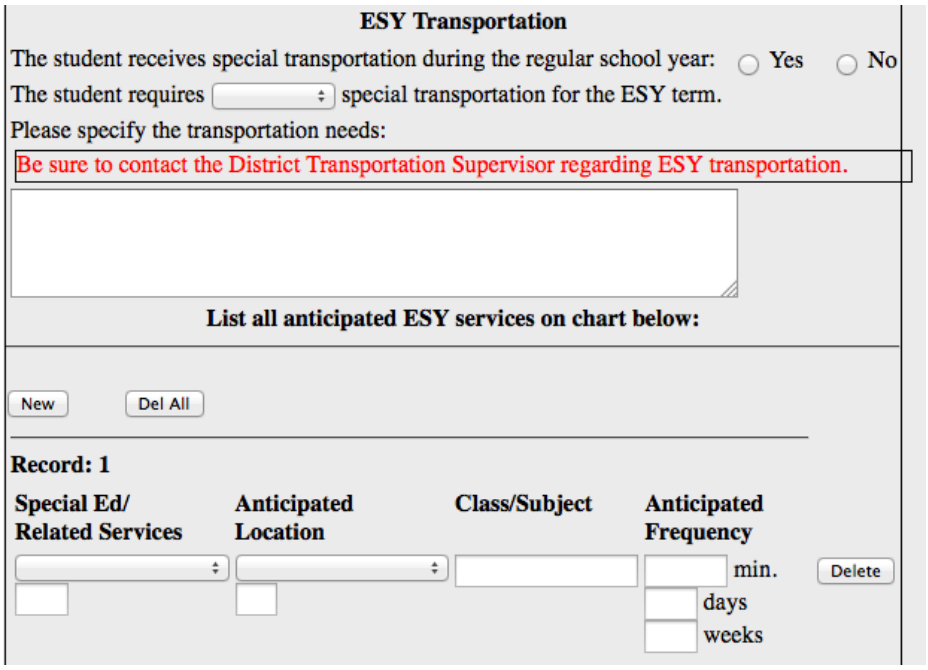
Information in red may be copied and pasted into text boxes.

Anticipated ESY (Extended School Year)

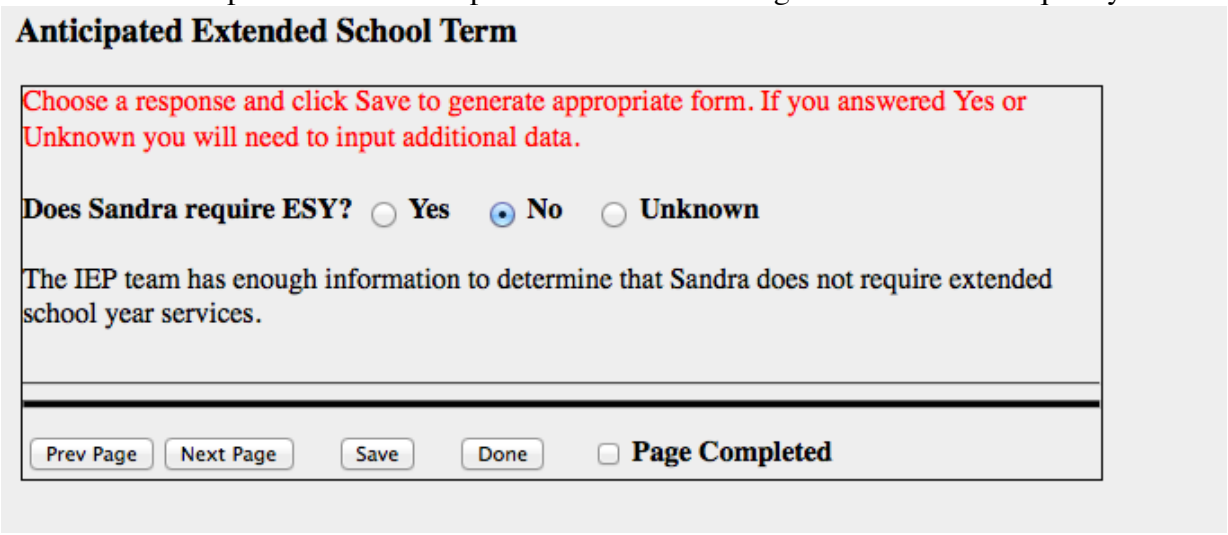
You will have three options for ESY.
Option 1. When completing the Annual review you do have information to determine need for ESY services. Click Yes and save. Fill out the ESY addendum at this time along with data to support ESY need and services to be provided.
Answer the appropriate questions.
If you are using regression to determine services click *New* and fill in the appropriate data. (You may click *New* to add additional records to provide regression data.
If you are using severity, fill in justification and be sure to list any additional resources that will be needed.
Determine if special transportation will be needed and fill in details.

Click *New* and fill in all anticipated services for ESY. You may add additional records by clicking *New* again.

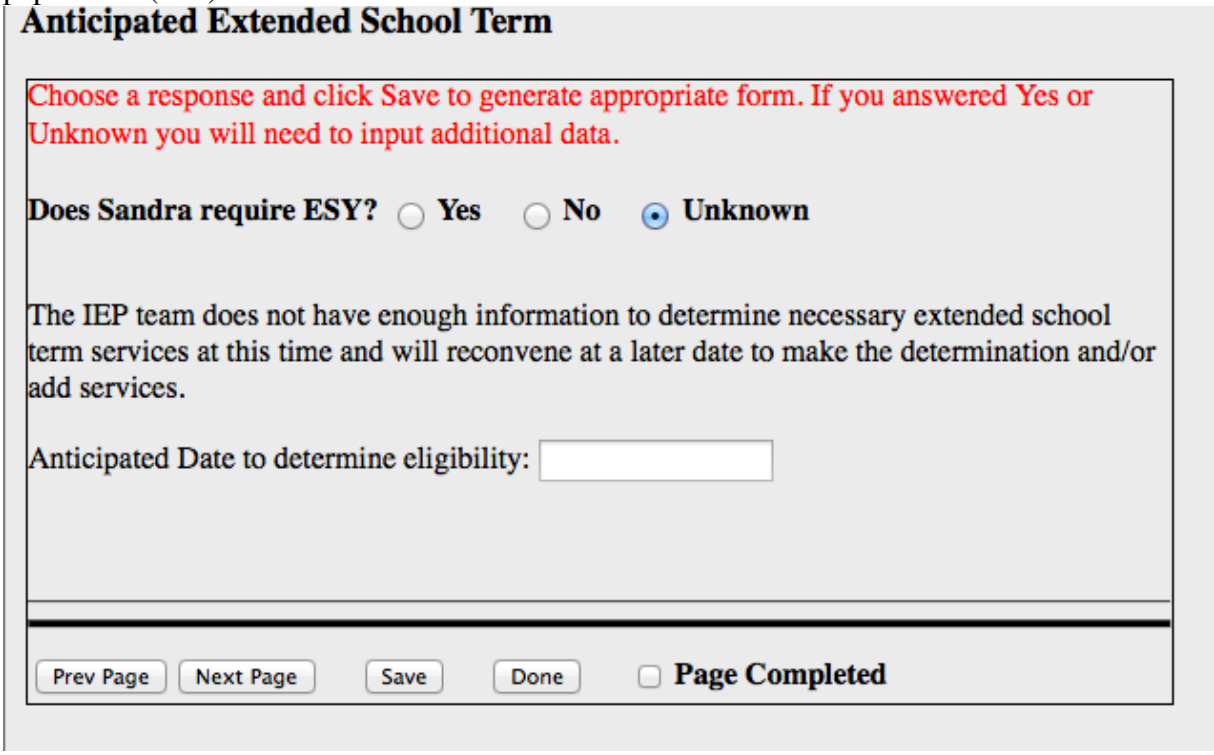

Anticipated Extended School Term
Choose a response and click Save to generate appropriate form. If you answered Yes or Unknown you will need to input additional data.
Does Raiden require ESY? Yes No Unknown
The IEP team has enough information to determine that Raiden does require extended school term services.
ESY Justification (Check one or all that document the reason for ESY)
Significant regression is anticipated if ESY services are not provided. This data should document regression/recoupment needs. It could be data taken over summer break, winter break, spring break, etc. To qualify the amount of time needed to recoup should exceed the length of the break.
The nature and severity of the disability(ies) necessitate ESY to ensure the provision of FAPE so that the student can make progress toward IEP goals that are crucial in moving toward self-sufficiency and independence (examples: self-help skills as dressing or eating, or students who need continued structure to develop behavioral control).
New
Del All
Record: 1
Goal Number:
Pre-Break Date:
Pre-Break Data:
School Break Used:
Post-Break Date:
Post-Break Data:
Delete
Comments:
Severity Justification/Reasoning:
List Assistive Tech Equipment/Software, HealthCare Plans, PBS Plans, visual schedules, motivation systems, data collection charts/tools the student/team will need to address the ESY goal(s):
(Please arrange for these materials to be provided to the ESY teacher)



Option 2. If you have data determining that the student does not qualify for ESY, click No. A statement will be produced which is printed in the IEP stating the child does not qualify for ESY.

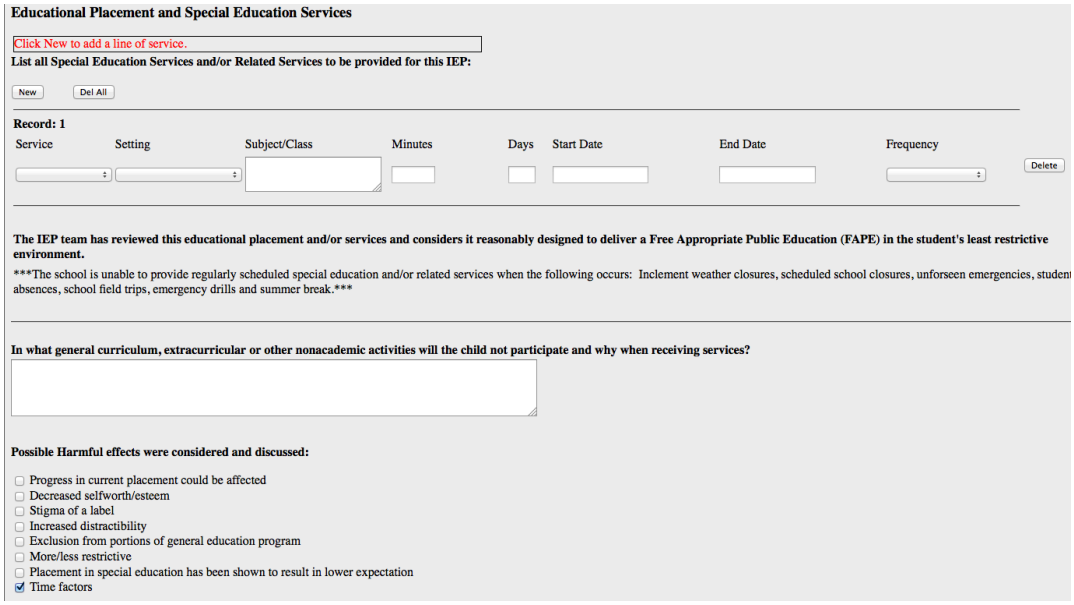

Anticipated Extended School Term
Choose a response and click Save to generate appropriate form. If you answered Yes or Unknown you will need to input additional data.
Does Sandra require ESY? Yes No Unknown
The IEP team has enough information to determine that Sandra does not require extended school year services.
Prev Page
Next Page
Save
Done
Page Completed

Options 3. When completing the Annual review if you do not have enough information to determine ESY is needed or not, click on Unknown. It will print a statement to that effect along with a date at which time you will determine need. (Usually in the spring.) If you determine at that time ESY is needed, click Yes and fill in the form. This will require an amendment to the IEP and appropriate paperwork (CIS).


Anticipated Extended School Term
Choose a response and click Save to generate appropriate form. If you answered Yes or Unknown you will need to input additional data.
Does Sandra require ESY? Yes No Unknown
The IEP team does not have enough information to determine necessary extended school term services at this time and will reconvene at a later date to make the determination and/or add services.
Anticipated Date to determine eligibility:
Prev Page
Next Page
Save
Done
Page Completed

Educational Placement and Services

List all Special Education Services and/or Related Services to be provided for this IEP:
Click *New* button to add a line of service. You will need to add a *New* line for each service.
In what general curriculum, extracurricular or other nonacademic activities will the child not participate and why when receiving services? Use text box to answer this question**.**
Possible Harmful effects were considered and discussed: Defaults to time factors. Please discuss and mark any other areas needed.


Educational Placement and Special Education Services
Click New to add a line of service.
List all Special Education Services and/or Related Services to be provided for this IEP:
New
Del All
Record: 1
Service
Setting
Subject/Class
Minutes
Days
Start Date
End Date
Frequency
Delete
The IEP team has reviewed this educational placement and/or services and considers it reasonably designed to deliver a Free Appropriate Public Education (FAPE) in the student's least restrictive environment.
The school is unable to provide regularly scheduled special education and/or related services when the following occurs: Inclement weather closures, scheduled school closures, unforseen emergencies, student absences, school field trips, emergency drills and summer break.
In what general curriculum, extracurricular or other nonacademic activities will the child not participate and why when receiving services?
Possible Harmful effects were considered and discussed:
Progress in current placement could be affected
Decreased selfworth/esteem
Stigma of a label
Increased distractibility
Exclusion from portions of general education program
More/less restrictive
Placement in special education has been shown to result in lower expectation
Time factors

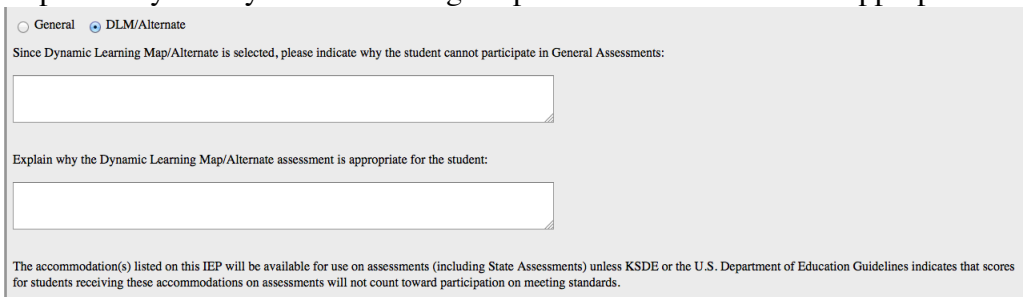
DLM Criteria

DLM Criteria is to be used to determine if a student needs to take the DLM. You must answer all questions on the form. This is the qualifying criteria to see if your student is eligible to take the DLM state assessment. If the student will be taking the general assessment you do not need to fill this form out.

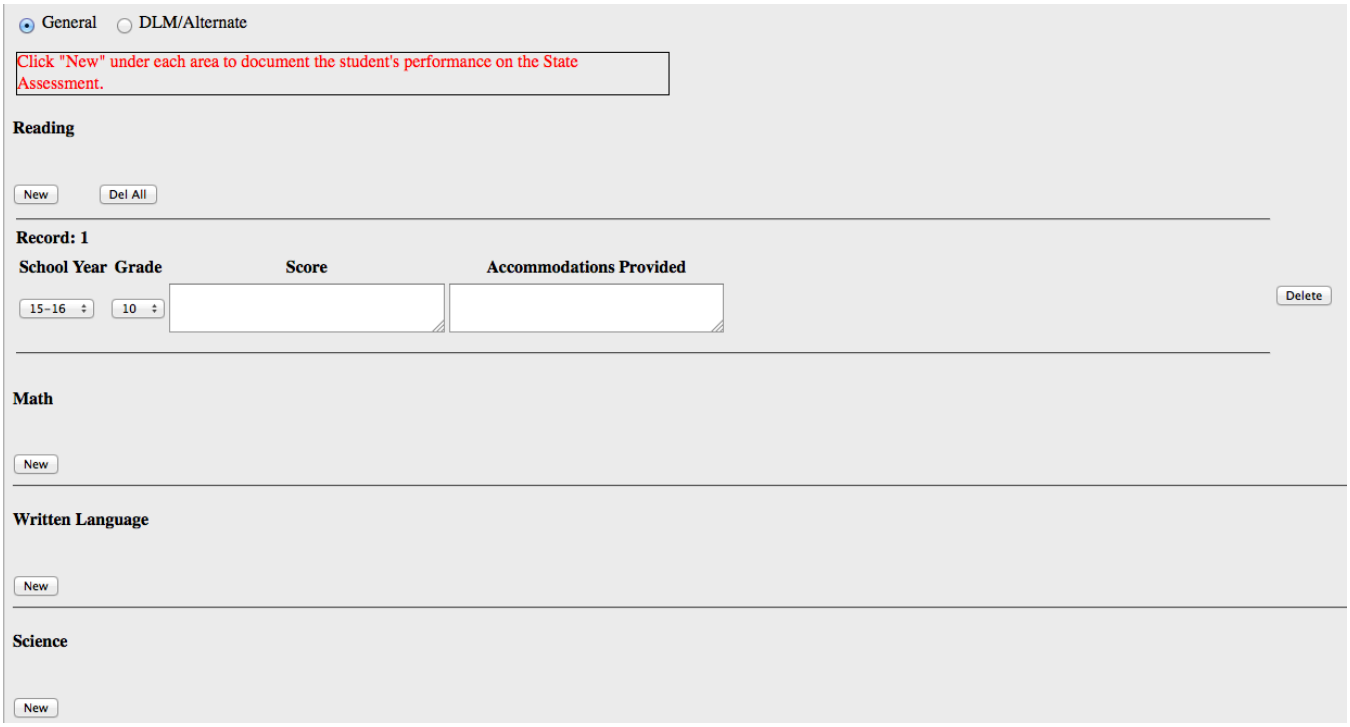
Assessment Participation

This form will retain the current information in it when it is rolled over to start a new annual IEP. Any current information that is no longer applicable will need to be deleted and the new information added

Assessments
Choose which Assessment the student will be taking
If you choose DLM/Alternate, you will need to answer the two questions and fill out the **DLM Criteria**.
Since Dynamic Learning Map/Alternate is selected, please indicate why the student cannot participate in General Assessments:
Explain why the Dynamic Learning Map/Alternate assessment is appropriate for the student:


General
DLM/Alternate
Since Dynamic Learning Map/Alternate is selected, please indicate why the student cannot participate in General Assessments:
Explain why the Dynamic Learning Map/Alternate assessment is appropriate for the student:
The accommodation(s) listed on this IEP will be available for use on assessments (including State Assessments) unless KSDE or the U.S. Department of Education Guidelines indicates that scores for students receiving these accommodations on assessments will not count toward participation on meeting standards.

If you select general you will need to select *new* for each test area the student will be taking and fill in the required information. (Each year you will select *new* to add information for the current year and go back and fill in the score for the previous year.) This will produce a longitudinal look at how the student has scored over time.



If you are unsure if your student needs the DLM or General Assessment, fill out the DLM criteria page to determine if the student qualifies for the DLM.

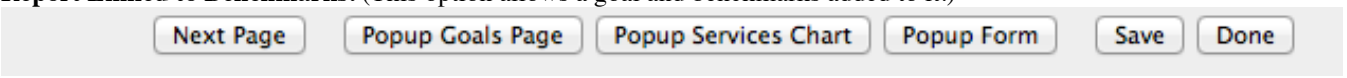
Goal Pages (To be started only after the PLAAFP is written)

Annual goals: Goals are attached to each individualized educational plan. Goals are to address the specific needs of the student, which require special education services. If you have a student with a learning new behaviors plan you will need to write a measurable goal also.

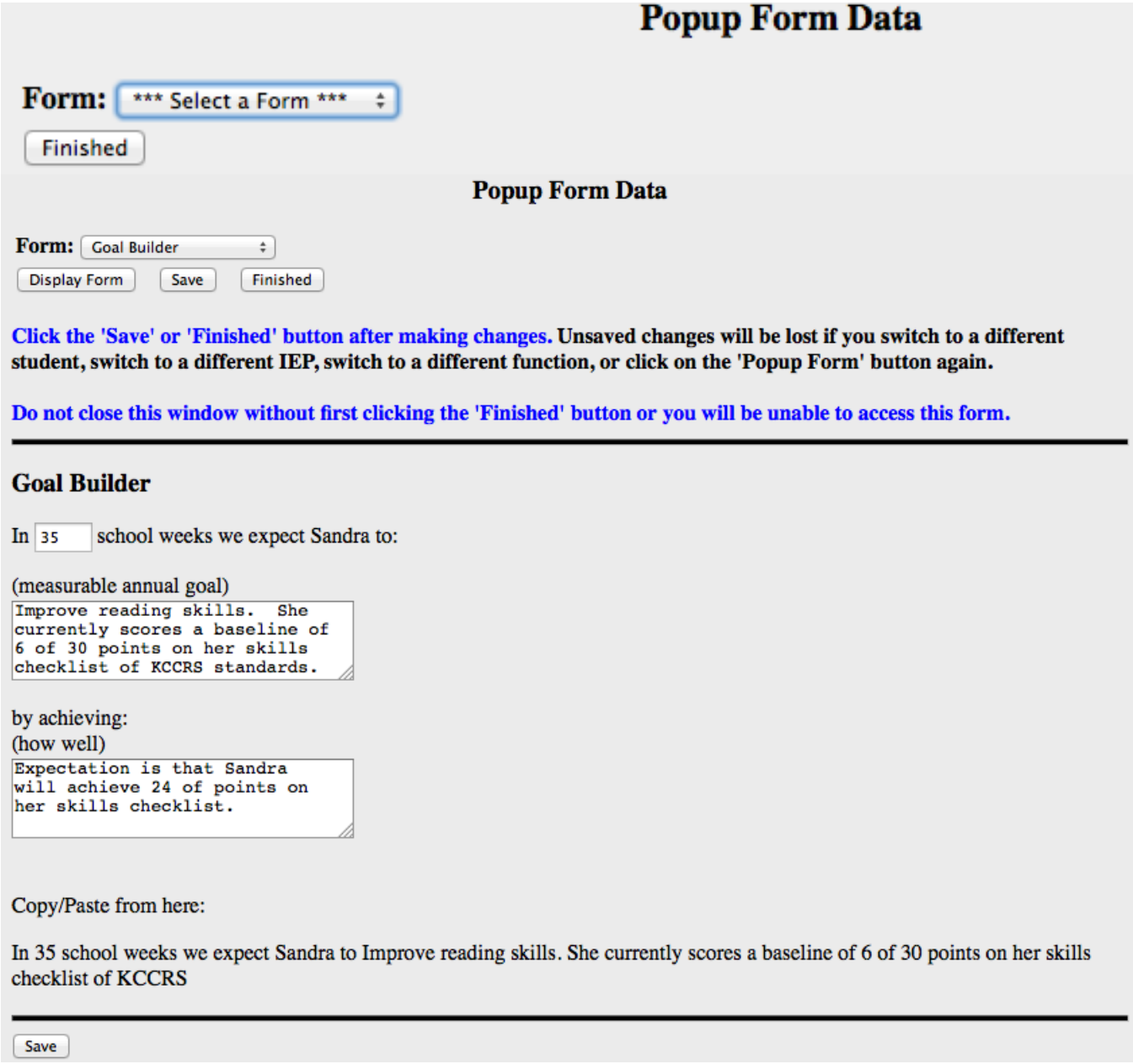
On the goal page, use information outlined in the educational team report to complete the first two boxes to write a goal in positive measurable terms. Instructional strategies, program modifications and accommodations, supplementary aides and services, and related services should also be taken from the most recent educational team report/individualized educational plan. These are intended to clarify what the adults will be doing to provide support for the student's goals. Quantitative data must be provided. For example: *The student can now* master 3 of 15 fourth grade level state outcomes in math. *We expect the student to* master 12 of 15 fourth grade level state outcomes in math.

All goals must include baseline information and expected change (how well). Data will be regularly collected and documented. HPEC expects that data be collected and documented at least three times in every grading period. All data will be reported on the goal progress report in the comments box. Progress reports are to be filled out quarterly and sent to parents, or at least as often as the school sends out progress reports.

To create a goal, go to the goals page on the page menu or use the "Popup Goals Page" button. It will pull up the goals page. The first time you will have to click on *new* to form a goal page. You will have two options on individual goals. You will have a choice to **Print only goal on IEP/Progress report linked to Goal** (Progress will be kept on the rubrics pages found in the forms list—points checklist, plus minus checklist, and box rubric. Progress will then be reported on the comments section in the form of a date that data was taken and the results from the form); **Print Goal Benchmark on IEP/ Progress Report Linked to Benchmarks.** (This option allows a goal and benchmarks added to it.)

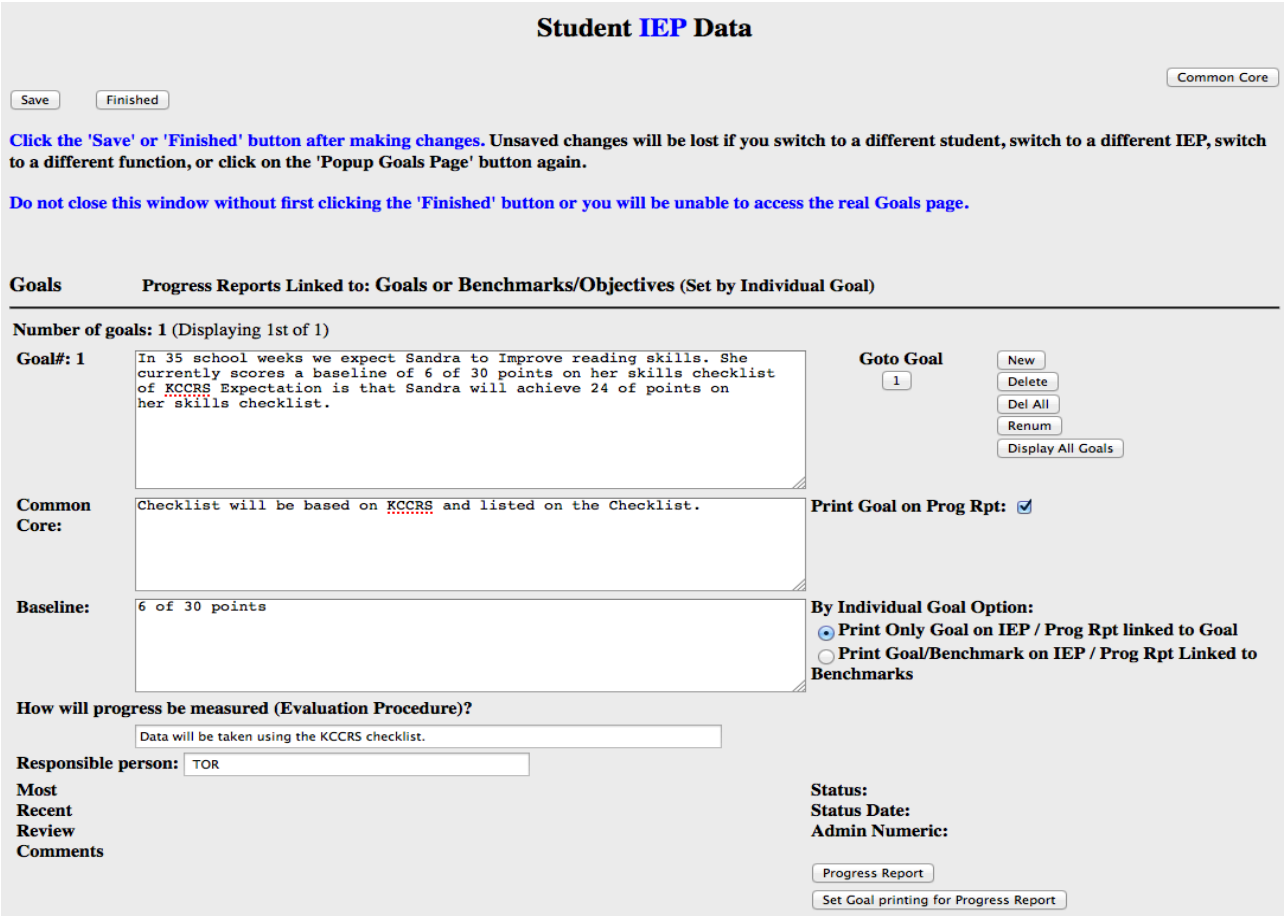


If you would like to use the goal builder to help write goals. Use the “Popup Form” button from the top portion of the page. Go to “select a form” and choose “goal builder”.
Fill in the form starting with number of weeks, then the measurable annual goal including baseline data and how it was determined, continuing down to how well or the goal to be attained and how it will be attained. Save. You should then have a statement at the bottom that you can copy and paste into the goal.


Popup Form Data
Form: *** Select a Form ***
Finished
Popup Form Data
Form: Goal Builder
Display Form
Save
Finished
Click the 'Save' or 'Finished' button after making changes. Unsaved changes will be lost if you switch to a different student, switch to a different IEP, switch to a different function, or click on the 'Popup Form' button again.
Do not close this window without first clicking the 'Finished' button or you will be unable to access this form.
Goal Builder
In 35 school weeks we expect Sandra to:
(measurable annual goal)
Improve reading skills. She currently scores a baseline of 6 of 30 points on her skills checklist of KCCRS standards.
by achieving:
(how well)
Expectation is that Sandra will achieve 24 of points on her skills checklist.
Copy/Paste from here:
In 35 school weeks we expect Sandra to Improve reading skills. She currently scores a baseline of 6 of 30 points on her skills checklist of KCCRS
Save

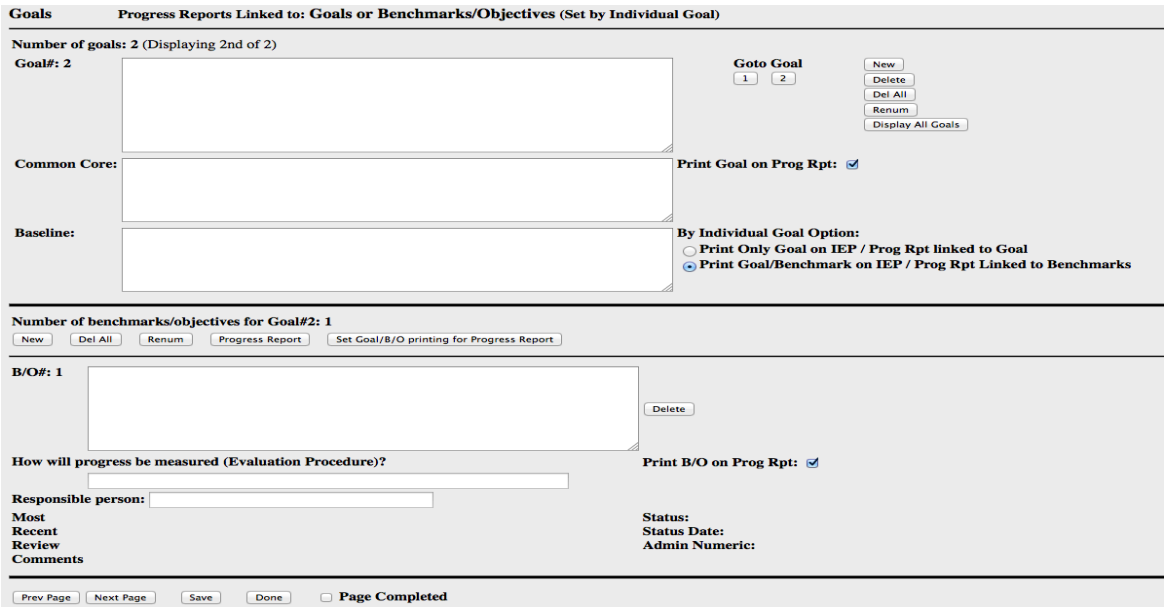
Highlight text under “copy/paste from here.” Copy text, click the “finished” button. Select “popup goals” page button. Click in goal # box and paste your statement. Then fill out the remaining text boxes.

If you know how to write a “smart goal,” go directly to the goal page and write the goal. If you need help writing a “smart goal,” go to the “popup form” and use the “goal builder.”


Student IEP Data
Common Core
Save
Finished
Click the 'Save' or 'Finished' button after making changes. Unsaved changes will be lost if you switch to a different student, switch to a different IEP, switch to a different function, or click on the 'Popup Goals Page' button again.
Do not close this window without first clicking the 'Finished' button or you will be unable to access the real Goals page.
Goals
Progress Reports Linked to: Goals or Benchmarks/Objectives (Set by Individual Goal)
Number of goals: 1 (Displaying 1st of 1)
Goal#: 1
In 35 school weeks we expect Sandra to Improve reading skills. She currently scores a baseline of 6 of 30 points on her skills checklist of KCCRS Expectation is that Sandra will achieve 24 of points on her skills checklist.
Goto Goal
1
New
Delete
Del All
Renum
Display All Goals
Common Core:
Checklist will be based on KCCRS and listed on the Checklist.
Print Goal on Prog Rpt:
Baseline:
6 of 30 points
By Individual Goal Option:
Print Only Goal on IEP / Prog Rpt linked to Goal
Print Goal/Benchmark on IEP / Prog Rpt Linked to Benchmarks
How will progress be measured (Evaluation Procedure)?
Data will be taken using the KCCRS checklist.
Responsible person:
TOR
Most Recent Review Comments
Status:
Status Date:
Admin Numeric:
Progress Report
Set Goal printing for Progress Report

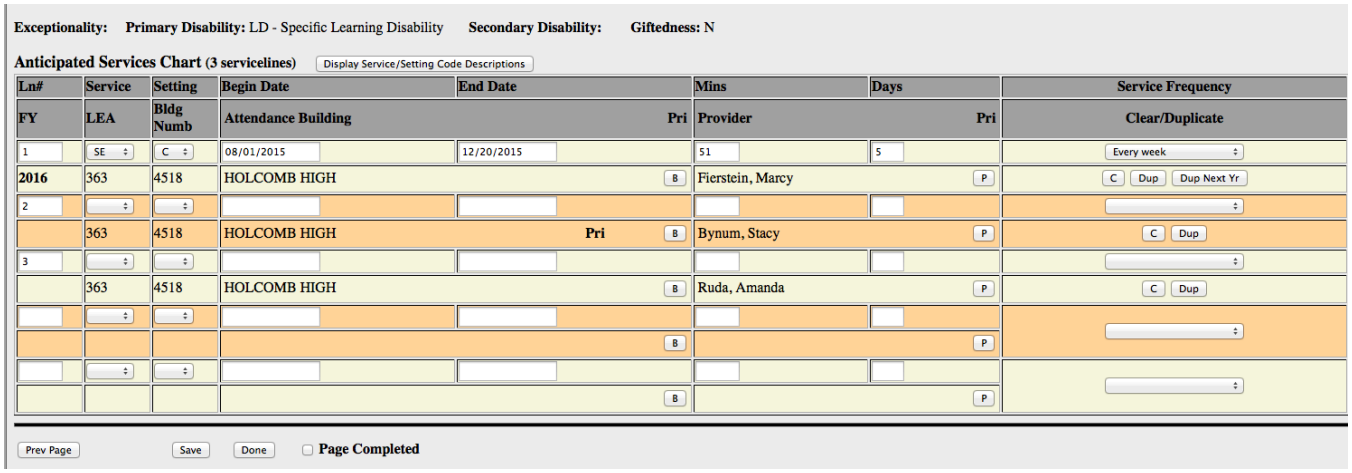
Please note there is a button in upper right hand corner that will link you to the common core standards (KCCRS) so that you may copy and paste them into your goal or you can go to the document library and download them.

You also have the option to **Print Goal Benchmark on IEP/ Progress Report Linked to Benchmarks.** When you open the goal page select **Print Goal Benchmark on IEP/ Progress Report Linked to Benchmarks** and save. It will then give you the option to add benchmarks. Fill out the top three text boxes as you would for any goal. Click *New* to add benchmarks. You may add as many benchmarks as needed. Fill out the benchmark information, how the progress will be measured and the person responsible. Make sure the **Print B/O on Prog. Rpt**: is checked. Click *Save* when done.



Anticipated Services Chart

Do not give a copy of this to parents, it is for Central Office use only.


Exceptionality: Primary Disability: LD - Specific Learning Disability Secondary Disability: Giftedness: N
Anticipated Services Chart (3 servicelines)
Display Service/Setting Code Descriptions
Ln# Service Setting Begin Date End Date Mins Days Service Frequency
FY LEA Bldg Numb Attendance Building Pri Provider Pri Clear/Duplicate
1 SE C 08/01/2015 12/20/2015 51 5 Every week
2016 363 4518 HOLCOMB HIGH B Fierstein, Marcy P C Dup Dup Next Yr
2 363 4518 HOLCOMB HIGH Pri B Bynum, Stacy P C Dup
3 363 4518 HOLCOMB HIGH B Ruda, Amanda P C Dup
Prev Page Save Done Page Completed

The following information will be non modifiable at the top of the form.
Exceptionality: **Primary Disability:** LD - Specific Learning Disability **Secondary Disability:** **Giftedness:** N

Second line is the **Anticipated services Chart**, (**number of service lines**), and **Display Service/Setting Code Definition** Button to assist with definitions of services and setting codes. It will pop up another window with a list and explanation of the services and codes.

To fill out the service lines: Lines are in groups of two—first line is the service, second is the school information and service provider.
•First Column:
Line #
School year (Autofilled)

•Second Column:
Service (dropdown list)
LEA (Autofilled)

•Third Column:
Setting (dropdown list)
Building Number (Autofilled)

•Fourth Column:
Start and end dates (you fill in start date and it will fill in the end last day of school for the year –taken from school calendar
Attendance building—Click on the ***B*** button and it will popup a list of building for you to choose from. Please be sure to select a primary building on one service line.

Fifth Column:
Minutes of service provided
Number of days service is provided (per week)
Provider—Click on the ***P*** button and it will popup a list of providers for you to choose from. Please be sure to select a primary provider on one service line. Primary provider would be the teacher of record.

•Sixth Column:
Service Frequency—drop down list to choose from
Buttons: ***C***=Clear; (Erases information in that line) ***Dup***= Duplicate that line; ***Dup Next Yr***.=Duplicates service beginning with first day of school next calendar year and ending on the day prior to the IEP.

Five lines are the constant. To add more lines, save and it will add two more lines, save again for two more, etc.

Click *Save* and mark "page completed" when finished. Click *Done* to go back to main menu.

iPad Student Forms - App Manual

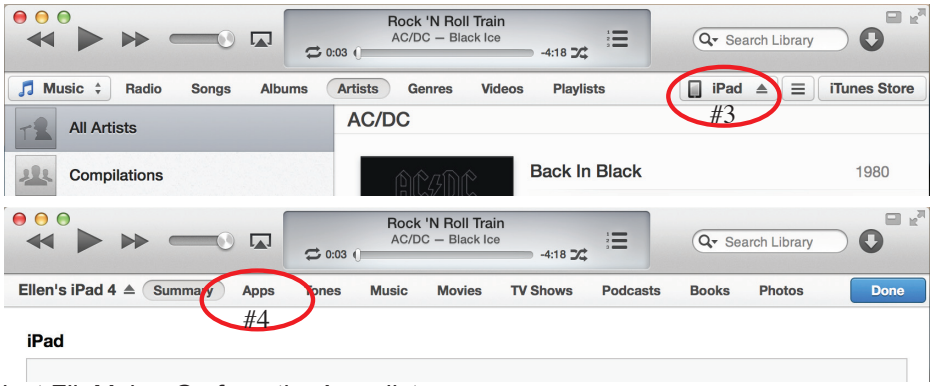
Transferring Files to Your iPad

There are two ways to transfer your student files to FileMaker Go in order to use them locally on your iPad:
•Connect your iPad to iTunes through your computer with a USB cable
•Send your FileMaker file to your iPad through email (requires Wi-Fi connection - easiest method)

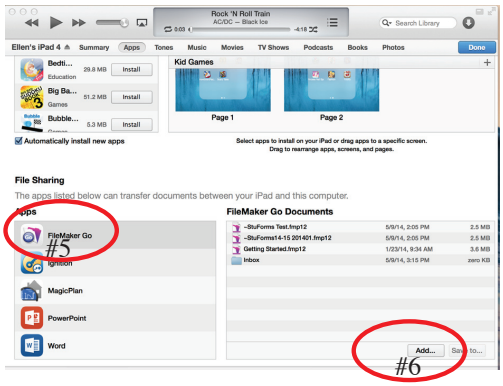
If a file that already exists on your device is transferred to FileMaker Go using iTunes, you will be presented with a dialog asking you if you want to replace the file on the device with the one you are moving. If a file that already exists on your device is transferred to FileMaker Go using email or the web, the file is added to the Files on Device list with a serial number appended to the file's name. For example, if the file TORStuForms15-16.fmp already exists on your device and you then receive that file in an email, the emailed copy of the file will be renamed TORStuForms15-16 1.fmp12. If more than one copy of the file exists, the next integer is used. We highly recommend that you do not keep more than one copy of your student file on your iPad.

•Connect your device to iTunes through your computer with a USB cable

1. Copy the TORStuForms15-16.fmp12 file from your flash drive to a location on your computer
2. Connect your iPad to your computer using a USB cable.
3. Open iTunes on your computer and select your iPad from the status bar. (do not click on arrow, this will eject)
4. Select the Apps from the status bar and scroll to the bottom of the page stopping at the File Sharing section.



5. Select FileMaker Go from the Apps list.
6. Click Add…
7. Navigate to the TORStuForms15-16.fmp file located on your computer and click Add. You can also drag and drop the file on the FileMaker Go Documents list to add the file. You will see your iOS device briefly enter sync mode as iTunes copies the file to the device, and then you will see the TORStuForms15-16.fmp file added to the FileMaker Go Documents list
8. You will then click on the eject arrow next to your iPad Name



•Send a FileMaker file to your device through email

From a computer

1. Copy the TORStuForms15-16.fmp12 file from your flash drive to a location on your computer
2. Create an email message to the email address you have set up on your iPad and attach the TORStuForms15-16.fmp12 file and send
3. On your iPad, open the email with the attached file.
4. Tap on the attached file and select “Open in Filemaker Go”

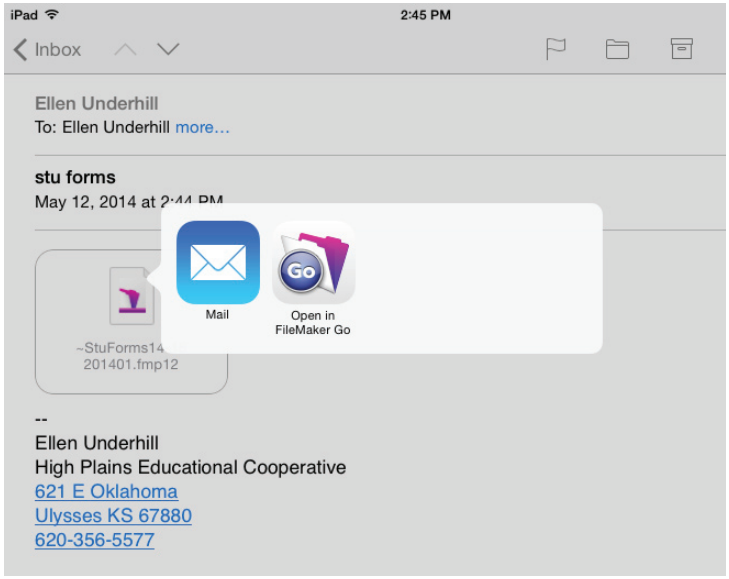
IMPORTANT NOTE:
If you are going to use email with FileMaker Go, you will need to use the default Mail App that comes with the iPad. Do not use 3rd party email apps such as--

Google Mail

Yahoo Mail

Dropbox Mail

Outlook Mail

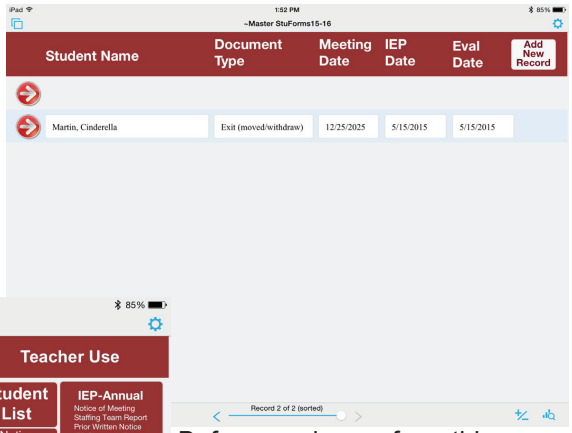


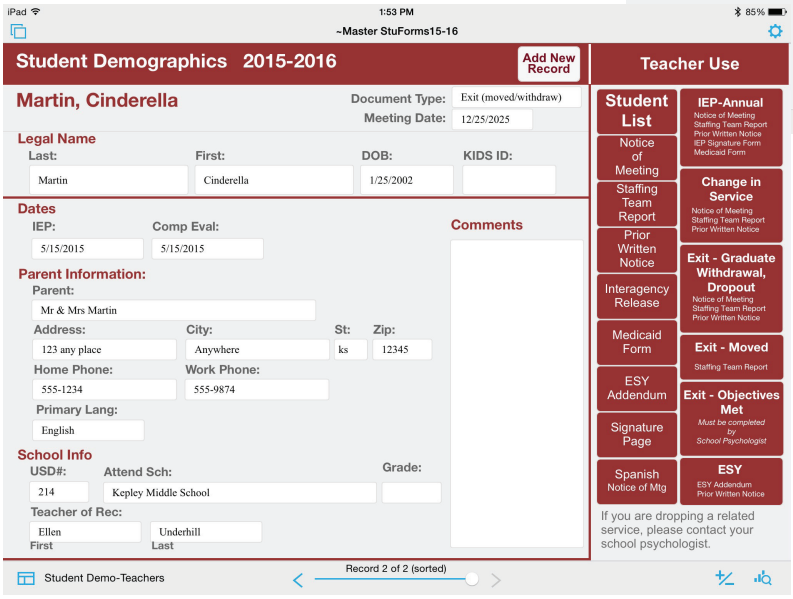
Using the StuForms15-16.fmp12

The StuForms15-16.fmp12 file uses the FileMaker Go 13 App.
When you are done with a meeting we suggest that you create your pdf file and then close the file. There have been issues with loosing signatures and we hope this will remedy the problem.

When you open your student forms you will be presented with a list of students. Your file will be preloaded with your students.

If you tap on the arrow next to a student name, you will be redirected to the student demographics page with buttons that will take you to different sets of forms you will use.





Before moving on from this page, be sure to review all information and make all necessary changes.

This is important because once you get to the forms, you will be unable to change some of the data such as Student Name and Address. If you need to change this information, you will need to return to the demographics page.

We request that Legal Name is used on all documentation

All of the Boxes on the right side of this form are buttons. By tapping on different buttons it wil take you to either single forms or a group of forms. It is suggested you go to the group of forms for the type of IEP you are having, and complete all the forms.

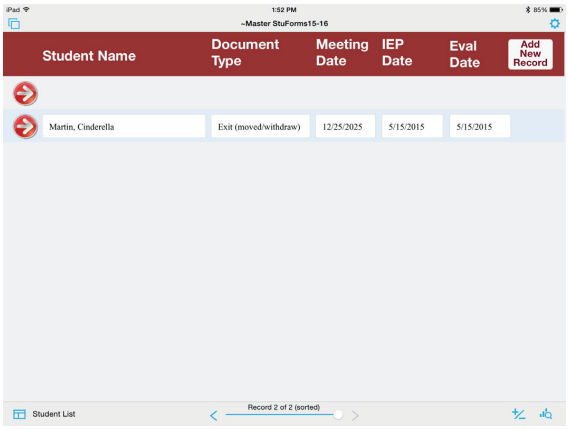
Be sure to fill in the Document Type and Meeting Date as this information will transfer to your Student List & applicable forms. This will help you determine if you need to create a new record for a student.

You will add new records if students transfer in from another HPEC district and their annual is due, or if you have already completed an annual on the student and then you have a change in service or vice versa, along with several other scenarios.
For this reason it is important that you fill in the document type when you start a set of forms. When you receive your forms, the document type on all students will be blank because no forms have been

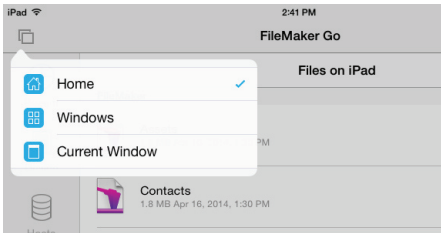
Adding New Records

If you determine that you need to add a new record for a student, tap on “Add New Record” button which can be found on the Student List page and the Demographics page. This will create a new blank record and take you to the Student Demographic page. Here you will need to type in all of the information which will then transfer to the needed forms.

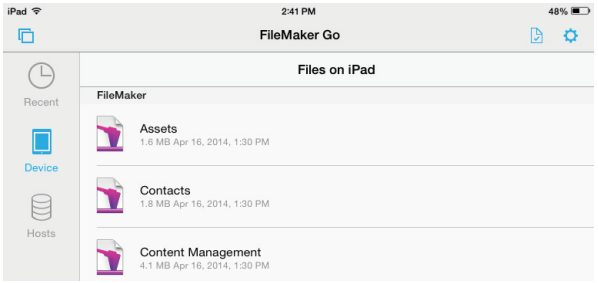
We have setup this database so that the Student List is always your starting point. Then by selecting a student you will go to their demographics to make sure all the data is correct before proceeding to the appropriate group of forms. We have listed all the forms that are included with different types of IEP meetings. If there is a form you need such as the Interagency Release, you will complete that as a single form.



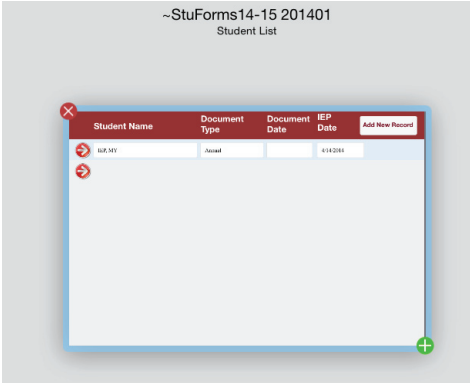
When you tap on the double squares in the upper left hand corner you get three options: Home, Windows, Current Window.



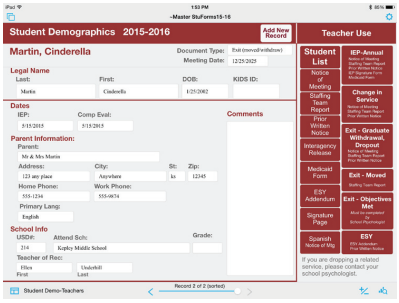
Home- takes you to a listing of the most current file you accessed



Windows- give you the option to close the file(s) you have open. This is very important as it is recommended that you close your StuForms when you are done to keep data from being corrupted.



Current Window- takes you back to the open file you are working in.



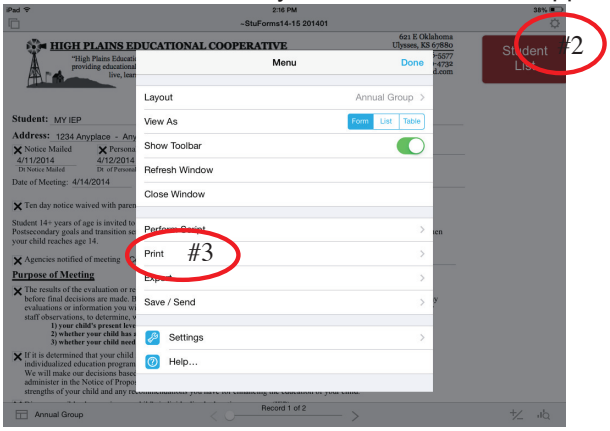
How to Send Completed Forms to HPEC Central Office

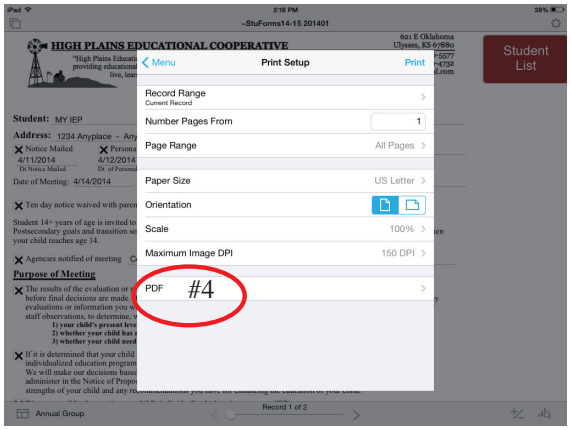
Once you have completed your forms you will need to get them to the MIS Department. All files sent to the MIS Department must be in the pdf (Adobe Reader) format. There are two ways to go about this.

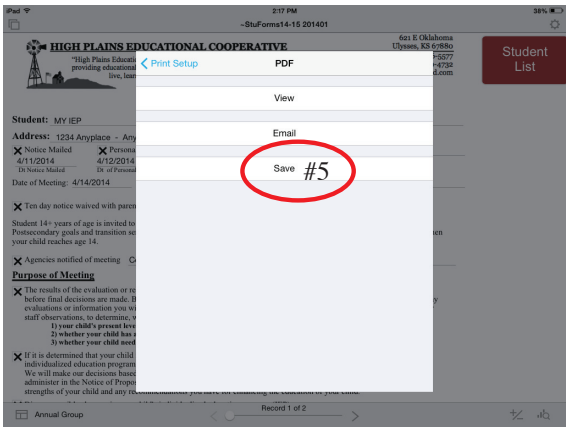
a. Tranfer files through iTunes to your computer, then email to the MIS Department
b. Email files to yourself from your iPad then onto the MIS Department

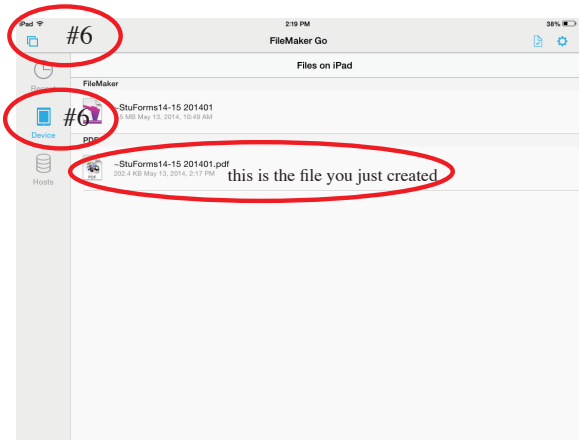
Transfering Files through iTunes

1. Select the student & access the group of forms you would like to send
2. Tap on the Gear/Tool icon
3. Tap on Print
4. Tap on PDF
5. Tap on Save, a window pops up “File Saved” and select OK
6. Tap on the double square icon in the upper left corner, select Home, tap on Device icon - this will show all files related to your FileMaker Go 13 app





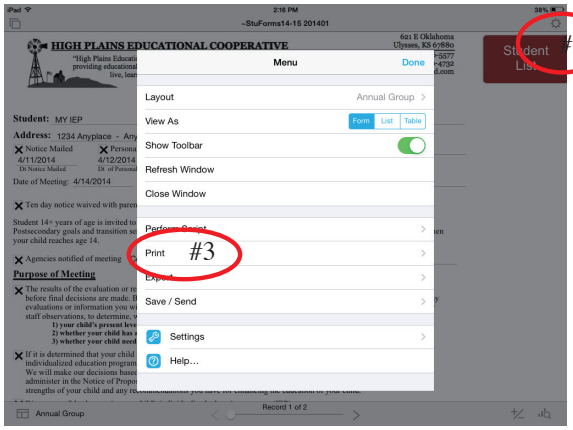


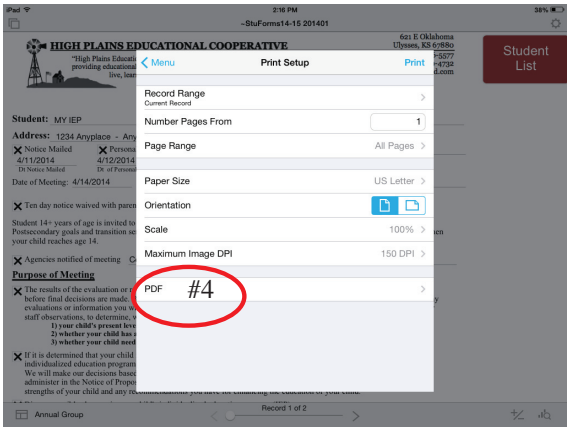


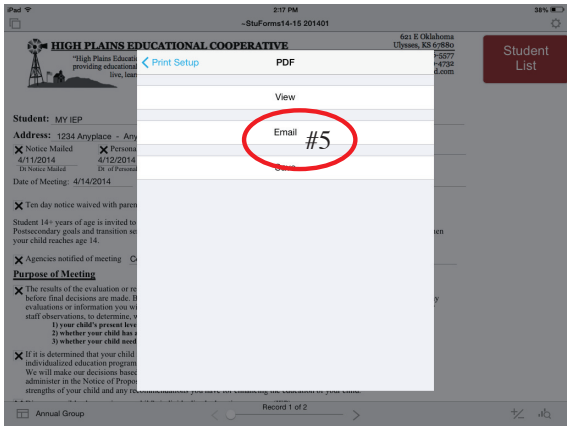
To transfer this file to your computer through iTunes. You will follow instructions for “Transfering Files to Your iPad”. On step #6 you will select the file on the right side of window to be transferred to your computer and select the button “Save to...” or just drag and drop the file to your computer’s desktop.

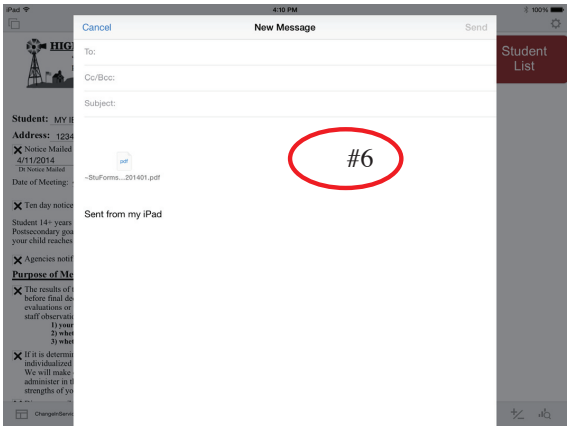
Transfering Files through Email

1. Select the student & access the group of forms you would like to send
2. Tap on the Gear/Tool icon
3. Tap on Print
4. Tap on PDF
5. Tap on Email
6. An Email message will open with the pdf file attached, send this file to your email on your computer









NOTES:
Be sure to review your forms for accuracy & completeness before sending the pdf form to your computer. Once the file is on your computer open it up and make sure it is the forms you need. You will then need to rename the file with the following scheme: Student Last Name (comma), First Name (type of document) i.e., Smith,Joey Annual

Once your paperwork is complete and the name has been changed, you will send this file as an attachment to Tressa at tressa@pld.com

RECOMMENDATIONS: Create a folder on your computer desktop “Student Forms 14-15” and keep all pdf forms that you create in this folder.
Individual paperwork will need to be sent to the new teacher the next fall for students changing building and/or teachers. If you should need a copy for any reason you have it. Don’t forget parents also need a copy of this paperwork.

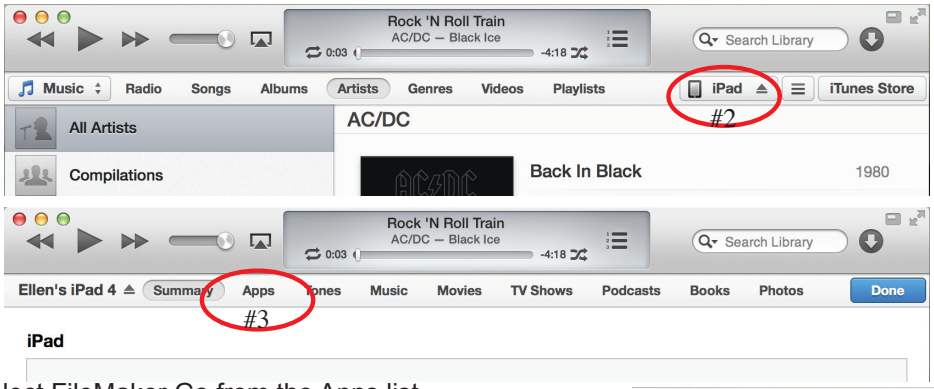
Backing Up Your Data

There are two recommended ways to back up your data
1. Through iTunes on your computer
2. Sending the File via Email

NOTE: The file you are backing up to your computer is the FileMaker Pro file and cannot be opened on your computer unless you have the FileMaker PRO application.

Back up file using iTunes on your computer

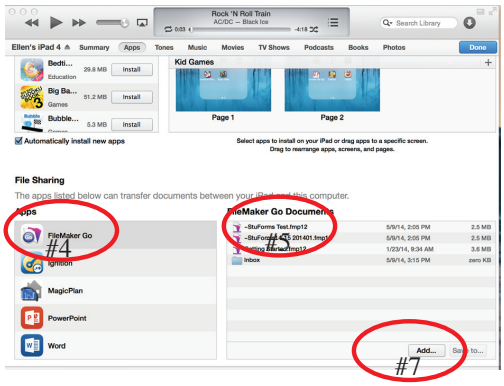
1. Connect your iPad to your computer using a USB cable.
2. Open iTunes on your computer and select your iPad from the status bar. (do not click on arrow, this will eject)
3. Select the Apps from the status bar and scroll to the bottom of the page stopping at the File Sharing section.



4. Select FileMaker Go from the Apps list.
5. Locate TORStuForms15-16.fmp12 on the right column
6. Drag & drop this file to your desktop

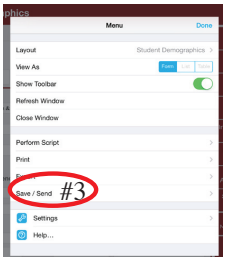
OR

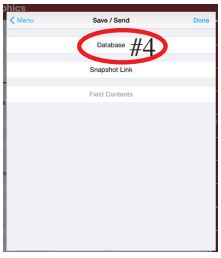
7. Click on the file and select Save to.. button on the lower right and select where you want your file to be saved.

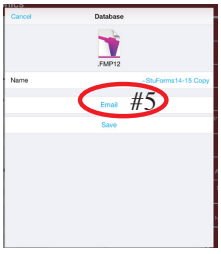


Back up file using email

1. Open the TORStuForms15-16.fmp12 file
2. Select the Tools gear icon in the upper right corner of the screen
3. Tap on the Save/Send button
4. Tap on the Database button
5. Tap on the Email button
6. An email message will open with the file attached. Enter your email address with a Subject and send. Open the email on your computer and save the attachement







NOTE: On step #5, do not ever select "Save". All this does is create a duplicate on your iPad and cause confusion.

General Information

The FilemakerGo files will have the extenstion .fmp12. You cannot open these files on your computer unless you have the FileMaker Pro Application.

Staffing Team Report does not need live signatures, unless there is a dissenting opinion. Just type in the names of people attending the meeting.

You can tab from field to field by using the Previous and Next buttons located above the onscreen keyboard. If you have a bluetooth keyboard with a tab key, you can also use that.

In addition to entering data in the group of forms that are appropriate for the type of meeting you are going to hold, you may also want to complete the Extended School Year Addendum and Interagency Release as these forms are not included within any groups.

Check with your school psych to see if he/she would like a copy of the pdf file for annuals and exits.

Troubleshooting - What to do if you are having issues with your iPad and/or Apps

1. Close all apps

Depress the Home button twice. You will see smaller screens representing all open apps. Go through each screen and drag it from the bottom to the top to close the app.

2. Reboot you iPad

With your Home button in the lower position, hold it down while also holding the button on the top right of your iPad. Continue to hold these buttons until you see the Apple logo. Your iPad will restart.